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ABSTRACT

This curriculum guide outlines 10 inservice training courses for group day care and nursery school personnel. Each course outline presents a list of learning experiences and related resources from which the instructor can choose to meet the needs of his/her students. Materials are designed to meet the Minnesota Department of Public Welfare requirements. The courses are: Art (objectives of art in the preschool, environment conducive to creativity, different art media to be explored, exchange of art project ideas); Child Care Administration I (procedures for starting a center, including money budgeting, board of directors, personnel management, business management techniques, business forms); Child Care Administration II (interviewing and selecting child care workers, designing the curriculum for each child, health and safety in the center); Developing Intellectual Abilities (activities in science, pre-math, cooking, art, language, music, literature, and self-concept explored as a means of cognitive development); Play, Dramatic Play, and Play Equipment; Positive Guidance and Behavior Control (relates the emotional development of preschoolers to feelings of adequacy, security, aggressiveness, and techniques for behavior control); Principles of Child Development (Birth to 2 Years); Principles of Child Development (Ages 2-5); Science (objectives, concepts, methods); Teaching for the Child (developing self concept in children, handling routine situations, observing children, working with other agencies). (SB)

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A CURRICULUM GUIDE FOR INSERVICE EDUCATION OF GROUP DAY CARE AND NURSERY SCHOOL PERSONNEL

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A CURRICULUM GUIDE FOR IN–SERVICE EDUCATION OF GROUP DAY CARE AND NURSERY SCHOOL PERSONNEL

1975

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INTRODUCTION

RATIONALE

The Curriculum Guide for In–service Education of Group Day Care and Nursery School Personnel has been created on the premise that children develop physically, socially, intellectually, and emotionally simultaneously; and that child care workers can promote the development by applying the principles of child development. It is hoped the guide will provide help to all persons involved in training of persons who work with children so as to raise the quality of child care.

COURSE DESCRIPTIONS

Art – Objectives of art in the pre–school, the environment conducive to creativity, different art media to be explored, and exchange of art project ideas.

Child Care Center Administration I – The procedures for starting a center: money, budgeting, board of directors, personnel management, business management techniques, and business forms.

Child Care Center Administration II – Interview and selection process of child care workers, designing the curriculum for each child, and health and safety in the center.

Developing Intellectual Abilities – Activities in science, pre–math, cooking, art, language, music, literature, and self–concept explored as a means of cognitive development.

Play, Dramatic Play, and Play Equipment – Play in the pre–school curriculum, indoor and outdoor play, dramatic play, and safe selection of of play equipment for appropriate age and developmental level.

COURSE DESCRIPTIONS
(Continued)

Positive Guidance and Behavior Control – Relates the emotional development of the preschoolers to feelings of adequacy, security, aggressiveness, and techniques for behavior control. Also explores the pre-school environment conducive to successful group relationships.

Principles of Child Development (Birth–2 Years) – Theory and observation of an infants emotional, social, physical, intellectual, and personality development. Also requirements for and problems of an infant day care center.

Principles of Child Development (Ages 2–5) – Theory and observation of a pre-schooler's emotional, social, physical, intellectual, and personality development. Opportunity for research of recent studies.

Science – Objectives of science in the pre-school, the teacher's responsibility, concepts to be explored, and methods of implementing science into the pre-school day.

Teaching FOR the Child – Developing self-concept in children, handling routine situations, methods of teaching in the pre-school, techniques for observing children and how to work with other agencies.

HOW THIS GUIDE WAS DEVELOPED

At the beginning of the project a needs survey was conducted of child care workers and directors to determine the areas they were interested in studying. The needs survey was used as the basis for unit development and selection. Each unit was read by several people in the child care field, and several units were field-tested.

An advisory committee was chosen from people in the child care field. They read and reacted to the units, and offered advice on the content of the program.

This curriculum guide has been developed to give instructors ideas for units that can be taught to child care workers. It is recognized that the employees in the child care field have worthwhile experiences to share with others. Their educational needs are different from the post-secondary or secondary student.

HOW THIS GUIDE CAN BE USED

The curriculum guide has a list of learning experiences from which the instructor can pick and choose to meet the needs of the students. The materials have been designed to meet the Minnesota Department of Public Welfare requirements. In meeting with Department of Welfare staff, it was suggested thirty hour courses be offered. Many of the learning experiences will obviously take more time than allowed in one class period. Credit can, therefore, be given for time spent outside of class.

The methodology of instruction will vary according to the students needs and goals. The instructor is encouraged to use resource materials available in their local schools and libraries. The colored pages include the learning experiences and units. The appendix is in white for duplication purposes.

Art, Developing Intellectual Abilities, and Child Care Center Administration I were field–tested at Moorhead Area Vocational–Technical Institute. As a result of the field–testing, the units were changed to meet the needs of the participants. For Child Care Center Administration I, guest speakers were used. When using speakers it is suggested that they be familiarized with the child care center business and that they are limited to 1½–2 hours of speaking time.

Another class offering that would be valuable for child care personnel is the Red Cross Standard First Aid and Personal Safety. On the basis of our survey a need was indicated.

The Bibliography lists the materials used in the development of this curriculum. Many curriculum materials have been reviewed and we have included those which are easily obtained and up–to–date. The starred (*) resources are available for use from the Minnesota Instructional Materials Center.

ACKNOWLEDGEMENTS

We wish to thank our advisory committee, Ms. Joan Allen, Ms. Dorothy Dodds, Ms. Delores Fagerstrom, Ms. Francia Hegre, Ms. Gloria Stach, Ms. Lynn Thompson, Ms. Joan Whaley, and Ms. Ruth Wibe. Also, the many people who reacted to the units, and a special thank you to Joan Allen, Licensing Consultant, State Department of Public Welfare for her advice and assistance. The art work was done by Debbie Radi, a student in Commercial Art at Moorhead Area Vocational Technical Institute. The typing and secretarial work for the project was done by Sue Ingebretsen.

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ART

- I. **Objectives of Art in the Curriculum**
- II. **Developmental Levels**
- III. **Role of the Teacher**
- IV. **Art in the Curriculum**
  - A. Social Growth and Emotional Growth
  - B. Physical Growth
  - C. Intellectual Growth
- V. **Art Materials**
  - A. 2–dimensional Media
    - 1. Painting
    - 2. Drawing
    - 3. Printing
    - 4. Cutting and Pasting
  - B. 3–dimensional Media
    - 1. Clay
    - 2. Wood
  - C. Projects

AT THE CONCLUSION OF THIS CLASS THE CHILD CARE WORKERS SHOULD DEMONSTRATE THE FOLLOWING COMPETANCE: The Child Care Worker will be able to foster the development of creative expression in preschool children by providing materials, support, setting, and opportunity, which allow for creative functioning.

I. OBJECTIVES OF ART

Main Objectives: *Demonstrates knowledge of the objectives of art in the preschool curriculum.*
Demonstrates ability to recognize the importance of creative art experiences for children.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Use the teaching technique "Creativity in the Preschool Classroom" (appendix) to clarify "creativity" for the class members.	NAEYC, Ideas for Creative Curriculum, p. 16–21.
Children are naturally creative when trying to find answers, new approaches or using new materials.	Define and discuss creativity. Explore the possibilities for developing creativity in the preschool classroom.	Leeper, Good Schools for Young Children, p. 351–364.
	View the film Purple Turtle; use the film as an insight into the joy and excitement of art for young children. Discuss.	Taylor, A Child Goes Forth, p. 21–25, 29–30.
	Discuss and give examples of obstacles to creativity; include, sex stereotyping, peer pressure, fear of failure, etc. Observe for these situations. Evaluate how the teacher can avoid them.	New York, Prekindergarten and Kindergarten Curriculum Guide, p. 183–184.
	Read the article, "The Awful Beginning" by James Smith, from Today's Education, as an insight into the methods teachers use to stifle creativity. Share class reactions.	Todd and Heffernan, Years Before School, p. 451–461.
		Read, The Nursery School, p. 310–314.
	Compare the use of art exercises for creativity and the art exercises designed for skill development. Give examples of each.	Hess, Teachers of Young Children, p. 229–232.
	Discuss the use of workbooks, coloring books, and patterns.	
	For a lesson in creative thinking have the class members list in two minutes on a piece of paper all the ways an object, such as a plate, clock, scissor, book, can be used excluding the obvious.	Mayesky, Creative Activities for Young Children, p. 1–21*.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Creative art takes place in a setting where the children are allowed to explore, experiment, and express their ideas.	Define environment. Describe a preschool environment that is conducive to creativity and art.	Nixon, Introduction to Early Childhood Education, p. 98–100, 104–108. Hildebrand, Introduction to Early Childhood Education, p. 102–107.
Aesthetics is the appreciation of the beautiful.	Define aesthetics. Compare the development of aesthetics to the development of creativity. Describe ways to stimulate aesthetic appreciation in preschool children.	University of Minnesota, Purple Turtle. Smith, "The Awful Beginning."
Art can be thought of as an experience in which a child expresses feelings and ideas.	As a class create a list of desired objectives for art in the preschool program, or use the handout "Objectives of Art in the Preschool" (appendix). Discuss ways to determine if objectives are being met, include examing children's works over a period of time, talking about the projects with the child, recording what each child does in art over a period of time, etc. Have class members give evidence of having met the objectives by writing a paragraph or describing orally what they did to achieve the objectives. Use the slide tape presentation, Imagine That! as a basis for discussion.	FDCTP, Imagine That! Appendix 1. Appendix 2. * Suggested Text.

II. DEVELOPMENTAL LEVELS

Main Objectives: *Demonstrates ability to recognize the developmental stages of children's art.*
Demonstrates ability to evaluate a child's developmental stage of art.

CONTENT	LEARNING EXPERIENCES	RESOURCES
A child's art develops through three stages: 1. Exploratory stage, where the materials are tried and tested. The first attempts are disordered, later they become more controlled. 2. Basic shape stage develops when eye–hand coordination is sufficiently developed to produce circles, squares, and rectangles. 3. Organized drawings stage when the art takes the form of familiar shapes and people.	Identify the stages of development of art and characteristics of children's art at each stage.	Moore, Contemporary Preschool Education, p. 126–128.
	Discuss implications of the child's short attention span, limited eye–hand coordination, and limited muscle development, age, and previous experiences upon art activities planned for the preschool.	Leeper, Good Schools for Young Children, p. 361–364.
	Observe children at various stages in art. Identify each child's stage. OR	Mayesky, Creative Activities For Young Children, p. 22–39.
	Collect samples of children's art or have class members bring in samples. Divide each into the stage of art it represents; look for differences in each stage.	Hess, Teachers of Young Children, p. 250.
	Use the "Child–Evaluation Form" (appendix) to evaluate the children in the class members' centers. Suggest methods of helping the children progress.	Hildebrand, Introduction to Early Childhood Education, p. 107–108. Appendix 3.

III. ROLE OF THE TEACHER

Main Objectives: *Demonstrates the ability to establish an environment that allows and encourages children to be creative.*
Demonstrates knowledge of the role of the teacher in developing creativity in preschool children.

CONTENT	LEARNING EXPERIENCES	RESOURCES
The role of the teacher is to provide an environment that allows the child the maximum chance for growth, a setting that is both challenging and stimulating and allows for creative functioning.	Use the handout "Role of the Teacher in Art" (appendix) for class members to evaluate themselves. Have them give specific examples of how they plan to improve and/or to foster creativity in children. Discuss the display of children's art work. Relate the importance of accepting a child's work without placing personal values on it. Discuss the importance of recording a child's name, the date, and child's comments on the work. Discuss the physical considerations to be made when setting up any art activity, include water source, preparations of area, preparations of material, the activity, clean–up, storage of finished project, and ideas to discuss with the children. Relate ideas that could be used to renew interest in a particular art activity that is available during free play, but used seldom, i.e. easel paint, clay, crayons, and paper. Make a list of suggestions that can be duplicated for the class members. Design a handout for parents to inform them of the importance of art. Suggest ways for parents to display art and the appreciation that is so important.	Moore, Contemporary Preschool Education, p. 121–126. Leeper, Good Schools For Young Children, p. 356, 357, 359, 364–368. Taylor, A Child Goes Forth, p. 25–29. Hess, Teachers of Young Children, p. 233–244. Nixon, Introduction to Early Childhood Education, p. 101–104. Hildebrand, Introduction to Early Childhood Education, p. 108–110. Appendix 4.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Invite guest artists to demonstrate their specialities in the center, for example an oil painter, a weaver, a needlework expert. Share experiences with the class.	
	Visit an art center and discuss the value of the art center for a preschool field trip.	
	Discuss in groups, solutions to the typical problems with art. Examples: – A 2½ year old child seems concerned over the lack of ability to pound a nail into a board. – A child who is easel painting decides to paint his/her body, the wall, and the floor. – A child is very developed and creative in clay play ability. The other children have started to feel they cannot measure up to this child's results, and have, therefore, stopped using clay.	
	As group leader, identify the teacher's responsibility in each of the situations and the likely effects of particular teacher actions on creativity.	

IV. ART IN THE CURRICULUM

A. Social and Emotional Growth

Main Objective: *Demonstrates the ability to provide art activities and materials where children can develop both as independent people and as members of a group.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Social development is the child's growth as a member of a group.	Define social development and emotional development.	Mayesky, Creative Activities For Young Children, p. 49–58.
Emotional development is the child's growth of awareness of personal feelings in relation to self and others.	Review children's feelings of self–acceptance and what fosters the development.	Hess, Teachers of Young Children, p. 260–262.
	Relate the feelings of self–acceptance to the art program. List what a teacher can do to make art a good experience, include setting of the room, self–help materials, providing activities for the child's developmental level, communicating with parents, etc.	
	List art activities that can be used to help children become more aware of and accepting of their own bodies and of the other children. Do the activity in the center. Evaluate and share results.	
	Describe the social experiences related to art activities, such as sharing, taking turns, etc. Describe the size of group that is most successful for art activities.	
In art, children have an opportunity to share ideas and things, to cooperate with other people, and to develop both a group relationship and a teacher–child relationship.	Discuss how and what children learn about other children and adults through art activities.	

IV. ART IN THE CURRICULUM

B. Physical Growth

Main Objective: *Demonstrates the ability to provide art materials and activities that develop preschool children's large muscle movement, small muscle movement, and eye–hand coordination.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Different art activities provide for the development of different muscles, it is important for the teacher to provide a balance of each, appropriate for the child's developmental level.	Define physical development, small muscle development, and large muscle development.	Mayesky, Creative Activities For Young Children, p. 58–62.
	List the art activities that develop small muscles, include painting, cutting, pasting, holding nails, etc.	
	List art activities that develop large muscles, include easel painting, pounding clay, etc.	
	Define eye–hand coordination. Discuss why developing eye–hand coordination is important for a pre–reading skill.	
	Divide the class into groups, have them list activities that develop small muscles, large muscles, and eye–hand coordination. Have them be prepared to explain why each activity will achieve that purpose. Encourage them to be original and creative in the activities they suggest. Duplicate the results and hand out to all class members.	
	Have class members do an activity. List the purposes; evaluate the activity; share the results.	

IV. ART IN THE CURRICULUM
C. Intellectual Growth

Main Objective: *Demonstrates the ability to provide art materials and activities which will encourage children to explore new concepts.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Sensorimotor learning is children learning through exploration with all five senses.	Define sensorimotor learning.	Mayesky, Creative Activities For Young Children, p. 62–67.
	List the five senses. List art activities that will improve the use of each of the senses.	Lorton, Workjobs.
	Discuss the relationship of art and vocabulary, also the role of the teacher as a labeler of activities, shapes, forms, etc.	Hess, Teachers of Young Children, p. 258–260.
	Make a list of concepts that can be learned through art, i.e. hard, soft, tall, short.	
	Plan, implement, and evaluate a lesson using one of the concepts.	

V. ART MATERIALS
A. 2–Dimensional Media

Main Objective: *Demonstrates knowledge of the importance of and different varieties of 2–dimensional art in the preschool curriculum.*

1. Painting

CONTENT	LEARNING EXPERIENCES	RESOURCES
Painting develops both large and small muscles. It provides opportunities for social experiences with other children and/or adults. Painting also provides a sensimotor experience for children.	List and describe paints that can be used, include, tempera, water color, food coloring, water, etc., and identify the learning experiences from each. List objects that can be used to paint, include, weeds, sponges, brushes, seeds, etc. In small groups, list a variety of items that can be used for "paper." List items that can be used to draw with. Encourage creative suggestions. Duplicate the suggestions and distribute to class members. Discuss the care and storage of paint equipment. Suggest methods of storage that encourage self-help by children. Suggest guidance techniques (words) that will help a child use a brush. Identify the different ways to fingerpaint, include, dry paint and starch, prepared paints, on tables (monoprinting), on paper, pudding, etc. Describe the learning experiences and benefits of fingerpainting. Prepare a list of guidelines for setting up fingerpainting in the classroom describing clothing, equipment, protective coverings, etc.	Moore, Contemporary Preschool Education, p. 131–138. Leeper, Good Schools For Young Children, p. 367–374. Todd and Heffernan, The Years Before School, p. 470–471. Read, The Nursery School, p. 314–316 Taylor, A Child Goes Forth, p. 37–42. Mayesky, Creative Activities For Young Children, p. 83–84, 93. Hildebrand, Introduction to Early Childhood Education, p. 112–123. Friends of Perry Nursery School, The Scrapbook, p. 102–114.

2. Drawing

CONTENT	LEARNING EXPERIENCES	RESOURCES
Crayons develop small muscles; whereas, brushes used at an easel, develop large muscles.	Describe the different benefits derived from the use of crayons and brushes, developmental levels of each and learnings of each.	Moore, Contemporary Preschool Education, p. 131–138.
	Discuss the use of other drawing instruments, felt–tipped pens, pencils, chalk, the advantages of each and the developmental level appropriate for each.	Taylor, A Child Goes Forth, p. 34. Hildebrand, Introduction to Early Childhood Education, p. 123–124. Friends of Perry Nursery School, The Scrapbook, p. 114–117.

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3. Printing

CONTENT	LEARNING EXPERIENCES	RESOURCES
Printing with basic objects helps a child develop eye–hand coordination.	Describe the developmental level necessary for printing with objects.	Mayesky, Creative Activities For Young Children, p. 93–94, 102.
	Discuss items that can be used to print with. Catagorize them according to developmental level, include, vegetables, sticks, paper, spatter technique, etc.	

4. Cutting and Pasting

CONTENT	LEARNING EXPERIENCES	RESOURCES
The child first cuts aimlessly, then can cut out forms created in her/his own mind. Finally the child can cut along lines and curves marked on the paper.	Describe the developmental steps of cutting, include the importance of tearing; also, the developmental steps of pasting.	Friends of Perry Nursery School, The Scrapbook, p. 117–120.
	Discuss providing left–handed scissors for children's use.	Moore, Contemporary Preschool Education, p. 131–138.
	Compare the different pastes and glues that are used in the centers according to the cost, washability, ease of use, etc.	Todd and Heffernan, The Years Before School, p. 472.
	Suggest items that can be used in a collage; food, objects, fabrics, etc., that teach different concepts: texture, shape, colors, form.	Taylor, A Child Goes Forth, p. 33–34, 35.
	List guidance techniques used when children are cutting and pasting.	Mayesky, Creative Activities For Young Children, p. 84, 92.
		Hildebrand, Introduction to Early Childhood Education, p. 125–127.

V. ART MATERIALS
B. 3–Dimensional Media

Main Objective: *Demonstrates knowledge of the importance of and different varieties of 3–dimensional media in the preschool curriculum.*

1. Clay

CONTENT	LEARNING EXPERIENCES	RESOURCES
Children learn about texture, consistency, color, taste, and shape when using clay.	Describe the stages of clay play from uncontrolled through basic forms to figure making. Discuss the values of clay. List equipment that can be provided to foster clay play, include rolling pins, cookie cutters recipes for the children to make their own clay. Identify when and if it is beneficial to save children's clay products. Share clay recipes used by the class members. Identify proper storage procedures. Prepare three different types of clay; real clay, plasticene clay, and play dough. Have class members feel and use each kind. Evaluate each according to advantages, disadvantages, age group most readily used for, etc. Do the same activity with sawdust, wheat paste, and plaster of paris.	Read, The Nursery School, p. 316–318. Taylor, A Child Goes Forth, p. 31–33. Mayesky, Creative Activities For Young Children, p. 40–45, 85, 94. Hildebrand, Introduction to Early Childhood Education, p. 127–132. Friends of Perry Nursery School, The Scrapbook, p. 121–124.

2. Wood

CONTENT	LEARNING EXPERIENCES	RESOURCES
Woodworking develops small muscle coordination, eye–hand coordination, and a sense of accomplishment.	Explain the value of woodworking in the preschool. Identify the appropriate developmental level.	Friends of Perry Nursery School, The Scrapbook, p. 75–79.
	Identify the equipment included in a woodworking area. Include the importance of using full–scale equipment.	Todd and Heffernan, The Years Before School, p. 473–475.
	List supervision techniques for the woodworking area. Make a list of instructions to give children.	Taylor, A Child Goes Forth, p. 45–47.
	Discuss whittling styrofoam with knives as a wood working project.	Mayesky, Creative Activities For Young Children, p. 85.
		Leeper, Good Schools for Young Children, p. 347–348.
		Evans, Day Care, p. 188–190.

V. ART MATERIALS
C. Projects

Main Objective: *Demonstrates the ability to plan, implement, and evaluate creative activities which allows preschool children to explore different mediums of art, to experience new techniques, and to express their ideas.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Most teachers enrolled in an art class are interested in finding new projects that can be used in their center. An exchange of ideas for each of the areas (painting, drawing, printing, cutting and pasting, clay, and woodwork) would be helpful.	Appendix 5. Appendix 6.
	Assign the handout "Art Projects" (appendix). Compile the results and duplicate them for each class member. The Art Project Bibliography suggests books that can be used for new ideas.	Art Project Bibliography.
	Set up several learning centers in the classroom using the art project ideas the class members contributed, include a center for paint, another for clay, etc. Divide the class into groups and have them rotate, experimenting at each center.	
	Encourage class members to suggest additional projects and ideas as you discuss each area.	
	Using the "Lesson Plan Form" (appendix), plan a specific project(s). Do the project(s) in the center, evaluate. Share results.	

CHILD CARE CENTER ADMINISTRATION I

- I. **Program Organization**
  - A. Structure
    - 1. Board of Directors
    - 2. Advisory Committee
  - B. Objectives and Goals of the Program
    - 1. Designing a Successful Program
    - 2. Licensing Standards
  - C. Role of Director
  - D. Money
  - E. Budget
    - 1. Projected Starting Budget
    - 2. Projected Yearly Budget
    - 3. Fee–setting
  - F. Setting Policies
  - G. Parent Involvement
    - 1. Techniques
    - 2. Problems
  - H. Proposals
- II. **Personnel Management**
  - A. Communication
  - B. Evaluation
- III. **Business Management**
  - A. Taxes
  - B. Workman's Compensation
  - C. Insurance
  - D. Bookkeeping
  - E. Attendance Systems
  - F. Billing
  - G. Payroll Management
  - H. Professional Ethics

AT THE CONCLUSION OF THIS CLASS THE CHILD CARE WORKER SHOULD DEMONSTRATE THE FOLLOWING COMPETANCE: The Child Care Worker will be able to organize a program for a child care center, plan parent—center activities, and communicate effectively with other staff members.

I. PROGRAM ORGANIZATION
A. Structure
1. Board of Directors

Main Objectives: *Demonstrates knowledge of the major duties and responsibilities of the Board.*
Demonstrates knowledge of the director's responsibilities to the Board and methods of communicating with the Board.

CONTENT	LEARNING EXPERIENCES	RESOURCES
The Board of Directors has a responsibility to parents, staff, community, and children.	Have class members share the reasons they have a board of directors, the duties of their board, their responsibilities to the board, and problems they have with their board. Write the comments on the black board and use the information as a guide for discussion.	Cherry, Nursery School Management Guide, p. 13–17. Host, Day Care Administration, p. 11–18.
	Discuss the selection criteria for board members.	Carmichael, Administration of Schools for Young Children, p. 25–28.
	List the responsibilities of the board to parents, children, staff, and community.	Appendix 7.
	Define the board's duties.	Appendix 8.
	List the committees within the board of directors, include policy, planning, education, publicity, parent recruitment, facilities, resources, finances, and legislation committees.	
The director should keep the board informed of what is happening at the center.	Discuss how the director is responsible to the board through reports and other duties.	
	Hand out the "Center Activity Reports" (appendix) for making reports to the board.	
	Hand out the form "Members of the Board" (appendix).	

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Using the above handouts have the class members adapt these for use in their center. Give evidence. OR Have class members bring the forms they use in their centers for reporting to the board. Share and compare.	

I. PROGRAM ORGANIZATION
A. Structure
2. Advisory Committee

Main Objective: *Demonstrates knowledge of the role of the advisory committee.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Advisory Committees are available for developing policies and practices that are realistic and effective in the child care center.	List the purposes of the advisory committee. Identify the different types of advisory committees, such as parents advisory committee , policy advisory committee, etc. Describe the responsibilities of each committee. Compare and contrast advisory committees and the board of directors.	Texas Tech., Tips and Topics, October, 1970.

I. PROGRAM ORGANIZATION
B. Objectives and Goals of the Program
1. Designing a Successful Program

Main Objectives: *Demonstrates knowledge of the characteristics of a successful child care program.*
Demonstrates the ability to identify the goals and philosophy of the child care center.

CONTENT	LEARNING EXPERIENCES	RESOURCES
The program is the total experiences which promote a child's development.	Find several definitions of the term "program." Choose the definition that will be used and give examples to clarify its meaning. Have each class member explain the purpose of their center. May include income, parents' needs, quality care, or any combination of reasons.	Hildebrand, Introduction to Early Childhood Education, p. 24–26. Fein, Day Care In Context, p. 200–207. Hess, Teachers of Young Children, p. 160–170.
Parents, staff, and the community are concerned with the quality of the program.	List those who are concerned with the kinds of programs in child care centers. Describe why each is concerned. Discuss "What do concerned parents look for in a good child care program?"	Leeper, Good Schools for Young Children, p. 83–96. Read, The Nursery School, p. 23–29. Carmichael, Administration of Schools for Young Children, p. 2–8.
The goals of a successful program provide experiences that will help the children grow, develop, and learn under qualified supervision.	Have the class members identify the goals of a successful program. Share with the class members the form "Goals of a Preschool Program" (appendix). Have the class work in small groups and give examples of ways to provide desired goals at the center. For example: Characteristic: A good program provides for the health and safety of children. How: Provide a safe environment. Have watchful supervision.	Todd, The Years Before School, p. 8–14. DPW, Rule Number 3, p. 9. DPW, The Cooperative Nursery School. Butler, Early Childhood Education, p. 37–50.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Identify the different types of children each school is catering to and functioning for in Montessori, Head Start, Traditional Day Care, Church School, College Lab Schools, Traditional Nursery Schools, Sesame Street, etc. Identify the different types of teaching and learning that take place.	Click, Administration of Schools, p. 8–16. Appendix 9.
	Compare each program for their definition of "What is the Child?"	
The results of a successful program are enjoyed by children, parents, staff, and others.	Discuss the results of a successful program in terms of children, parents, staff, the success of the center, and others. Contrast with the results of a poor center.	
	Have class members describe, on a written sheet, their program in terms of who serves; what it does for the children, the parents, the staff; how it accomplishes the purposes; how the teachers approach the children; how the program is evaluated; and how the evaluation is used.	

I. PROGRAM ORGANIZATION
B. Objectives and Goals of the Program
2. Licensing Standards

Main Objective: *Demonstrates knowledge of the local and state regulatory and licensing agencies that are concerned with child care centers.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
The goals and objectives of the program must be consistent with the state department.	Have class members bring copies of the Department of Public Welfare's Rule Number 3 or the rules issued for their state.	DPW, Procedures for Obtaining a License to Operate a Group Day Care Program.
Licensing standards vary from state to state, the director must be familiar with the rules of his/her particular state.	Invite a guest speaker from the licensing bureau in your area.	Cherry, Nursery School Management Guide, p. 8, 9, 10.
	Using DPW, Rule Number 3, define square footage per child allowed and contrast that with optimum square footage/child.	DPW, State Fire Marshals Standard for Child Care Centers.
	From DPW, Rule Number 3, describe adult–child ratio, when to count volunteers, the age of children served, differences in the ratio, and the optimum teacher/child ratio.	Yawkey, Day Care, p. 5.
A fire marshal must inspect the building before it can be used for a child care center.	Invite a fire marshal and discuss the fire regulations.	Evans, Day Care, p. 6–10, 31–32.
	Discuss fire drill procedures and fire safety techniques.	Click, Administration of Schools, p. 117–123.
	Use the handout available from DPW, State Fire Marshal's Standard for Child Care Centers, for class members to evaluate their center's fire safety standards.	
Zoning approval must be given before a child care center can be opened.	Invite a city official to discuss zoning laws in relation to a child care center.	

I. PROGRAM ORGANIZATION
C. Role of the Director

Main Objectives: *Demonstrates knowledge of the responsibilities of a director.*
Demonstrates ability to evaluate performance as a director.

CONTENT	LEARNING EXPERIENCES	RESOURCES
The director is the manager of all the concerns of the center.	Have the class members list all their responsibilities under the following headings: General Fund raising Space and equipment Staff Enrollment Parents Health Safety Children's program Community relationships Public relations	Leeper, Good Schools for Young Children, p. 25, 320–321. Cherry, Nursery School Management, p. 3–8. Evans, Day Care, p. 23–27. Click, Administration of Schools, p. 1–4. Carmichael, Administration of Schools for Young Children, p. 37–43.
	Discuss the implications and problems of each responsibility.	Appendix 10.
	Have them estimate the percent of time spent in each area.	
	Discuss the importance of the personal education philosophy of the director and how it is carried through the program.	
In order to promote growth in staff, parents, and children the director must first be aware of personal effectiveness.	Have class members evaluate themselves according to "Self–Evaluation For Director" (appendix).	

I. PROGRAM ORGANIZATION
D. Money

Main Objective: *Demonstrates knowledge of the sources of financial support.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Proper financing is necessary to offer quality child care.	List possible sources of funds, include parents, community funds, state and federal government, endowments, loans, fund–raising, HEW, public welfare, and USDA Food Service.	Yawkey, Day Care, p. 3–4. Evans, Day Care, p. 271–280.
	Discuss the responsibilities of using money from each of the sources listed.	Butler, Early Childhood Education, p. 149–154.
	Invite a Small Business Administrator Officer to class to discuss obtaining a loan.	Boguslawski, Guide for Establishing and Operating Child Care Centers, p. 13–18.
	Have the officer hand out and explain forms, such as the "Individual Statement Business Form," that would be used when seeking a loan.	

I. PROGRAM ORGANIZATION
E. Budget
1. Projected Starting Budget

Main Objective: *Demonstrates knowledge of the beginning costs and preparation of starting a child care center.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
The amount of money required to begin a center will depend upon the number of children to be served, where the equipment is to be purchased, amount of time needed for staff–training, location of center, and other factors.	Invite a day care director who can outline the steps to be taken when opening a center. Using the list of equipment needed to start a center found in DPW, Rule Number 3, determine the costs of the equipment. Use the Equipment Catalog Bibliography for prices. Share blueprints for building some of the equipment. Use the handout "Getting Started" (appendix) for discussion.	Department of Public Welfare, Rule Number 3. Ruopp, A Day–Care Guide for Administrators, Teachers, and Parents, p. 136–146. Evans, Day Care, p. 227–270. Carmichael, Administration of Schools for Young Children, p. 29–35. Click, Administration of Schools, p. 61–62. Equipment Catalog Bibliography. Appendix 11.

I. PROGRAM ORGANIZATION
E. Budget
2. Projected Yearly Budget

Main Objectives: *Demonstrates an understanding of the steps involved in preparing a budget.*
Demonstrates ability to evaluate and solve problems that may be related to the annual budget.

CONTENT	LEARNING EXPERIENCES	RESOURCES
A budget is an effective management tool if completed by someone knowledgeable in budget preparation.	Review the steps in preparing a budget.	Cherry, Nursery School Management Guide, p. 38–48.
	Use the handout "Items Usually Included in Budgets" (appendix) to identify the cost factors of having a successful, average, or poor program. Discuss the relationship of income and expenses to profit. Identify the percentage of money spent on each area.	Host, Day Care Administration, p. 137–147.
	Discuss the records that are helpful when preparing a budget, include, records of cost the last 3–5 years, current cost of items on budget, and copies of approximate budget.	Ruopp, A Day Care Guide for Administrators, Teachers and Parents, p. 113–125.
	Divide into groups to discuss these problems and share the solutions. a) the budget analysis from the past two years has shown a 5–7% increase in costs per year. It looks as if tuition will also have to be raised at least that much. Before actually deciding to increase the budget what should be considered? Would it support a tuition increase? How much of one? b) the staff is demanding higher wages, the budget won't allow it. What are some other areas that can be used? They can get a raise if tuition is also raised; when would this be justified? What would be the implications of more part–time employees? As a director what would you do? c) at budget time, you find that you need new equipment. What items need to be considered before projecting the amount needed? What are some alternatives to purchasing new equipment? d) the budget has been prepared and a fee–increase has been decided. Create a letter that could be written to parents describing the situation.	Butler, Early Childhood Education, p. 154–162. Click, Administration of Schools, p. 62–67. Appendix 12.

I. PROGRAM ORGANIZATION
E. Budget
3. Fee–setting

Main Objective: *Demonstrates knowledge of the relationship between the costs of a center and the fees set.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
To set fees it is necessary to determine operating costs and income.	List some direct and indirect costs that fees have to bear.	Host, Day Care Administration, p. 133–135.
The fees are based on a per child per day unit; they must represent costs.	Have class members bring examples of their fee schedules. Discuss the rates considering people served, number of children from each family, refunds, and when the fees are collected.	
	Discuss real and actual costs, and the need to make the public aware.	
	Using the information, have the class members revise their fee schedules.	

I. PROGRAM ORGANIZATION
F. Setting Policies

Main Objective: *Demonstrates ability to create a policy handbook that reflects the duties and responsibilities of the child care center.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
A statement of policy lists clearly the current center responsibilities and duties.	Have class members bring in their policy handbook. From these, list areas that need to be covered in a policy handbook.	DPW, Rule Number 3, p. 24.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Use the handout "Policy Handbooks" (appendix) for additional ideas.	Butler, Early Childhood Education, p. 101–125.
	Have class members revise their policy handbooks or create a policy handbook.	Appendix 13.

I. PROGRAM ORGANIZATION
G. Parent Involvement
1. Techniques

Main Objectives: *Demonstrates an appreciation of the necessity for parent involvement in a child care center.*
Demonstrates the ability to plan, implement, and evaluate several methods of parent involvement.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Child care programs are in an unique partnership with parents because they are both concerned with care of the same children.	As a group list the benefits of parent involvement at the center to the children, the staff, the parents, and the community.	Cherry, Nursery School Management, p. 175–221.
		Host, Day Care Administration, p. 103–105.
Communication comes in many shapes and forms.	Identify the ways and times teachers communicate with parents, formally and informally.	Bogusławski, Guide for Establishing and Operating Day Care Centers, p. 373
	Invite a group of parents in for a panel discussion about their involvement in the child care centers.	Read, The Nursery School, p. 339–355.
	Describe and discuss the initial visit teachers have with parents that may select the center for their child. Identify what is discussed at that time.	D'Evelyn, Reporting to Parents. DPW, Parents Ask About Day Care.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Suggest that class members prepare a handout for parents attending an orientation meeting, that outlines the philosophy, goals, curriculum, teacher's role, areas for parent help, etc. Discuss the format for an orientation meeting.	NAEYC, Some Ways of Distinguishing Good Schools or Centers for Young Children.
Parents should be encouraged to evaluate a child care center.	Use the pamphlets Parents Ask About Day Care and Some Ways of Distinguishing a Good School or Center for Young Children for ideas about informing parents of the criteria used to evaluate a center.	DPW, Points to Think About While Watching Your Child. Austin AEYC, Ideas for Administrators, p. 2–4, 13–21.
	Prepare a handout for parents to use while observing their child in the center. Use Points to Think About While Watching Your Child, and Ideas for Administrators for ideas and forms.	Carmichael, Administration of Schools for Young Children, p. 75–82.
	View the video tape, Interviews and Conferences to review the importance of parent–teacher conferences.	Todd, The Years Before School, p. 547–580.
Scheduled parent–teacher conferences allow the parents and teacher to talk without one or the other being on the defensive.	Use the handout "Tips for Parent–Teacher Conferences" (appendix) to help the directors plan conferences for their center.	Schilson, Education for Young Children in North Dakota, p. 21–22.
	As a group, create a sample letter or news article that could be used to explain conferences to parents.	Martin, Teaching Young Children, p. 75–77, 96, 113–122.
	Discuss the records that can be kept of parent–teacher conferences.	Ruopp, A Day Care Guide for Administrators, Teachers, and Parents, p. 44–53.
	If a center has not had parent–teacher conferences, have the director plan, implement, and evaluate conferences for a group of children at the center. Include in the evaluation, the benefits derived from the conferences by parents, staff, and children.	Hildebrand, Introduction to Early Childhood Education, p. 321–335.
	Suggest topics to be used over a nine month period on the parent's bulletin board. Suggest practical ways to encourage parents to read the bulletin board.	Moore, Contemporary Preschool Education, p. 221–233.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Parent panel discussions can give the child care workers an insight into the individual child.	Define the goals of a parent discussion panel.	Hess, Teachers of Young Children, p. 72–91.
	Describe how–to–do a parent discussion panel. Have class members suggest topics to be covered.	Leeper, Good Schools for Young Children, p. 389–405.
	Identify the uses of a newsletter for parents as a method of communication. Have class members who have used newsletters share their experiences and successes.	Austin AEYC, Ideas for Learning Environments, p. 39–41.
	Discuss including parents in the preparation of a newsletter. Identify jobs they could do, include typing, news writing, art work, distribution, etc.	Butler, Early Childhood Education, p. 183–184.
	If class members have not used a newsletter for communicating with parents, have them create a newsletter and distribute it to parents. Have them evaluate the use of the newsletter in terms of parent involvement.	Interviews and Conferences, (video tape). Click, Administration of Schools, p. 100–110.
	Discuss the benefits of a parents' club. Describe how to start a club. Have class members share their experiences.	Appendix 14.
Parents are a valuable source of classroom volunteers.	Relate the benefits of using parents as volunteers in the center for the children, the staff, and the parent.	Appendix 15.
	List the jobs parents can do in centers, include field trips, guest speakers, portraying roles, stuff envelopes, repair equipment, read stories, etc.	

CONTENT	LEARNING EXPERIENCES	RESOURCES
	List the methods of parent involvement that have been discussed, include parent orientation meetings, parents as observers, parent–teacher conferences, parents' bulletin board, parent discussion panels, newsletter for parents, parents' club, and parents as volunteers.	
	For each of the methods identify the cost, the time spent, the number of parents involved, the popularity, the overall benefit to staff, parents, and/or children, etc. Compare and contrast the methods. Have class members describe the methods that would be most useful in their center.	
	Have class members plan, implement, and evaluate one new parent involvement technique.	
	Use the handout "Parent Involvement" (appendix) for more ideas on how to involve parents.	
	Have class members prepare a handout for parents listing the ways parents can continue the child care program at home. Suggest activities, techniques, and home–school associations.	

I. PROGRAM ORGANIZATION
G. **Parent Involvement**
2. **Problems**

Main Objective: *Demonstrates the ability to solve common problems with parent–center relationships.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
When parent – center problems happen the director is responsible for helping each person involved to reestablish confidence and self esteem.	List common complaints parents have about child care centers. Using the list, arrive at acceptable methods of handling the complaints using the following principles: a) listen to what the parent says. b) restate what you think the parent has said. c) state what you think the parent would like you to do. d) state what you plan to do. Divide into small groups and suggest solutions to problems with parents. Share results. Suggested problems: unconscious rivalry between parents and staff, a parent that over protects a child, a misunderstanding of a comment made by either parent or staff, the parent does not understand the objectives of the center.	Cherry, Nursery School Management, p. 213–215.

I. PROGRAM ORGANIZATION
H. Proposals

Main Objective: *Demonstrates knowledge of how to write an effective, concise proposal for fundings.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
To obtain funding for the program it may be necessary to write an effective proposal.	Discuss the considerations to be made before writing for a grant, using the handout "Grantsmanship" (appendix).	King County 4–C's, Proposal Review Checklist.
Grants are usually available for experimental projects rather than for running a center.	Using the Proposal Review Checklist, discuss the areas a child care proposal should contain.	Appendix 16.
	Invite a speaker to discuss an exceptional center that was funded by a grant in your area.	

II. PERSONNEL MANAGEMENT
A. Communication

Main Objectives: *Demonstrates an appreciation of the need for open, honest communication to insure motivated and cooperative staff.*
Demonstrates knowledge of effective communication techniques.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Communication between the staff, children, and parents influences the entire child care operation.	Use the technique "Broken Squares" (appendix) for an ice-breaker.	J. C. Penney, Are You Listening.
	Discuss the need for good lines of communication between staff, parents and children. Describe the many forms communication takes.	Williamson, Supervision, Principles and Methods, p. 139.
Forty-five percent of the average day is spent listening.	Use the tape Are You Listening by J. C. Penney. Discuss conclusions.	Ruopp, A Day Care Guide for Administrators, Teachers, and Parents, p. 18–20.
	Use the exercise "Did You Hear" (appendix) as a basis for discussing the importance of confidentiality.	
	Define the center from the viewpoint of the aide, the volunteer, the assistant teacher, the head teacher, and the director. Compare and contrast each.	Hess, Teachers of Young Children, p. 28–38. St. John, Did You Get Your Message Across?
	Describe the importance of communicating with the staff, arrangements affecting staff, policy changes, goals, etc.	Carmichael, Administrations of Schools for Young Children, p. 55–58.

CONTENT	LEARNING EXPERIENCES	RESOURCES
The director has the responsibility to give guidance to all staff group activities, to ensure that the decision–making is consistent with the center's goals, and to ensure that each staff member has maximum opportunity for self–growth.	Use the handout "Gripes of Child Care Workers" (appendix). List tips directors can use to create good feelings among employees.	Click, Administration of Schools, p. 4–6.
	Relate the qualities of a job people enjoy doing, include, well–defined job description, time to work effectively, time for relaxing away from children, logical chain of command, rotating schedules, etc.	Cherry, Nursery School Management, p. 109, 114–122.
	Discuss staff meetings. Identify topics to be discussed, frequency of meetings, objectives of the meetings, and the director's role.	Martin, Teaching Young Children, p. 99–107.
	Read Did You Get Your Message Across, and discuss the application of the principles listed for directors at staff meetings.	ACEI, Nursery School Portfolio, Number 7.
	In groups, formulate techniques for building good morale among staff members.	Appendix 17.
		Appendix 18.
		Appendix 19.

II. PERSONNEL MANAGEMENT
B. Evaluation

Main Objectives: *Demonstrates an awareness of the importance of staff evaluation.*
Demonstrates ability to utilize staff evaluation techniques.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Have class members list what they look for in a good teacher. Compare the list with what a child would think is a good teacher.	Cherry, Nursery School Management, p. 127–132.
Continuous evaluation of the staff is essential for quality child care.	Discuss the need for continuous staff evaluation.	Click, Administration of Schools, p. 48–5[illegible].
	Describe the methods used for staff evaluation, include the job description, anecdotal observations of teacher–child interaction, self–evaluation checklists, parents' evaluations, formal conferences with superiors, etc.	Boguslawski, Handbook for Establishing Day Care Centers, p. 33.
	Discuss the points on which to evaluate employees. Using this criteria make a written evaluation form that can be used by the directors or use the "Teacher Evaluation" form (appendix).	Williamson, Supervision, Principles and Methods, p. 161. Hess, Teachers of Young Children, p. 291–295.
	Have class members do a method of evaluation, besides the checklist. Report results of using the method. Share forms and ideas.	Carmichael, Administration of Schools for Young Children, p. 71–73.
A decision to terminate an employee must be arrived at through a careful examination and evaluation process.	List the reasons a person may be terminated. List the steps to be taken in terminating an employee.	Martin, Teaching Young Children, p. 91–97, 138–141.
	Consult with, or have as a guest speaker, a lawyer, employment counselor, or person from legal aid society to discuss the legal recourse a dismissed employee may have.	Butler, Early Childhood Education, p. 66–68.
		Appendix 20.

III. BUSINESS MANAGEMENT

A. Taxes

Main Objective: *Demonstrates an understanding of the tax procedures used in the operation of a child care center.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Taxes that must be considered in child care centers are income, social security, and state taxes.	Describe the differences between public and private centers, the legal complications of a proprietorship, partnerships, and corporations.	Cherry, Nursery School Management Guide, p. 29, 50–51.
	Invite a guest speaker to explain the advantages of each. Speaker could be a lawyer, local 4 c's representative, or a small business loan officer from the bank.	U. S. Department of HEW, If You're Self–Employed, Reporting Your Income for Social Security.
	Invite a guest speaker to discuss the taxes that need to be considered when operating a child care center. Speaker could be an internal revenue agent, or a profit tax consultant.	Department of the Treasury, Record Keeping for a Small Business; Information on Self–Employment Tax; and Child Care and Disabled Dependent Care.
	Discuss the areas that can be deducted from the income tax, such as, auto expense, gifts, telephone, professional organizations.	
	Use and review pamphlets, If You're Self–Employed, Record Keeping for a Small Business, Information on Self–Employment Tax, and Child Care and Disabled Dependent Care.	

III. BUSINESS MANAGEMENT
B. Workman's Compensation

Main Objective: *Demonstrates understanding of the benefits of workman's compensation.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Workman's Compensation provides pay and medical help for injured workers.	Define workman's compensation. Discuss why jobs in child care centers should be covered by workman's compensation.	Minnesota State Department of Workman's Compensation.
The premiums are paid by the employer.	Define the cost of workman's compensation and the effect this could have on the financial status of a child care center.	
Workman's Compensation laws differ widely from state to state.	Invite a guest speaker to discuss the benefits, provisions, and administration of workman's compensation in Minnesota. OR Research the information to present to the class.	

III. BUSINESS MANAGEMENT
C. Insurance

Main Objective: *Demonstrates knowledge of the insurance requirements of operating a child care center.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Insurance carried by centers includes health, car, personal, and unemployment.	Define insurance and the terms used to discuss insurance.	Evans, Day Care, p. 231.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Investigate the types of protection available.	
Insurance is a method of spreading and sharing financial risk.	List and discuss factors which determine the premium rate of a policy.	
	Investigate and compare group and individual policies. Discuss the advantages and disadvantages of each.	
	Invite an insurance person to be a guest speaker to discuss the insurance needs of most centers.	

III. BUSINESS MANAGEMENT

D. Bookkeeping

Main Objective: *Demonstrates an understanding of the techniques of bookkeeping in a child care center.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
The director has the responsibility of understanding and controlling the budget.	Describe how to handle receipts.	Cherry, Nursery School Management, p. 33–35.
	Suggest ways to let parents know when they are past–due on their fee payments.	Department of the Treasury, Record Keeping for a Small Business.
	Discuss how to handle expenditures.	

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Identify forms that can be used, for example: – Ledger Sheets for each child. – Cash Journal. – Employees Time Card. – Expenditures Journal. – Request for Reimbursement. – Monthly Budget Analysis.	
Monthly financial statements can be used when preparing quarterly and annual reports.	Explain how to do a Profit and Loss Statement.	

III. BUSINESS MANAGEMENT
E. Attendance Systems

Main Objective: *Recognizes the need for accurate attendance systems.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Accurate attendance figures give the director a picture of the program.	Discuss the need for accurate attendance. Discuss the role of the Department of Public Welfare in attendance records.	Host, Day Care Administration.

III. BUSINESS MANAGEMENT

F. Billing

Main Objective: *Demonstrates ability to solve the problem of collecting fees.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Collecting fees should be a routine, business–like procedure.	Survey the class to determine problems in fee collecting.	Cherry, Nursery School Management, p. 159–160.
	Discuss possible solutions to the problems.	Host, Day Care Administration, p. 135.
	Discuss what to do when someone can't pay their bill, or if someone is chronically late.	
Records should be accurately kept and treated as confidential.	List the records that should be kept, include: duplicate receipts, adjustments and waivers of fees, list of children receiving subsidized care, correspondence about fees and fee–setting.	
	As a class, create a sample letter that could be sent to parents who are late with their tuition payments.	
	Describe situations when children's fees will be refunded.	

III. BUSINESS MANAGEMENT

G. Payroll Management

Main Objective: *Demonstrates knowledge of payroll management practices.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Salaries usually are the largest expense in a budget.	Discuss a salary schedule according to the percentage of increase in salary from the trainee through the director.	Cherry, Nursery School Management, p. 41.
	Discuss percentages of increase with each year of experience for trainee through director.	Host, Day Care Administration, p. 151.
The morale of the staff is closely linked to payroll management.	Compare the choices of pay period, and discuss the importance of paying on time.	
	Identify records to keep such as W–2 forms, vacation and sick leave time, overtime, etc.	
Employees should be required to keep an accurate accounting of the time they work.	Illustrate the different methods of using time cards.	
	Discuss the policy of taking sick leave only when ill.	

III. BUSINESS MANAGEMENT

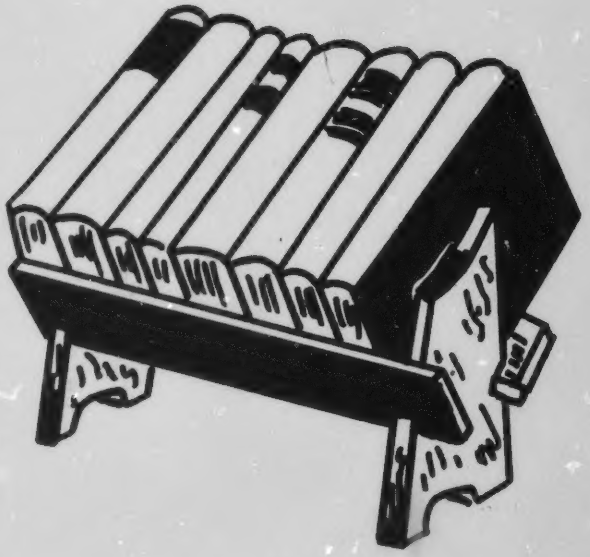
H. Professional Ethics

Main Objective: *Demonstrates knowledge of professional attitudes, organizations, and responsibilities.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Professional attitudes create a more functional school.	Discuss the professional organizations for Child Care Center Directors. Create a letter that could be given to each staff member outlining professional attitudes towards parents, children, dress, etc. Discuss importance of becoming involved and concerned with legislative action both state and federal. Suggest having a board member be responsible for keeping up with legislative action. Share copies of current legislative bills, discuss the relationship of the bills to the child care center. Prepare a letter that can be sent to their representatives expressing the concerns of child care personnel. Also prepare a letter parents can use to inform their legislative representative.	Cherry, Nursery School Management Guide, p. 124, 298–300. Martin, Teaching Young Children, p. 64–65. Click, Administration of Schools, p. 124–129.

CHILD CARE CENTER ADMINISTRATION II

- I. **Staff**
  - A. Applications
  - B. Interviewing and Screening
  - C. Hiring
  - D. Training
  - E. Policies
  - F. Use of Volunteers
  - G. Use of Consultants
  - H. Career Ladder
- II. **Equipment**
  - A. Selection
  - B. Care
- III. **Public Relations**
- IV. **Curriculum**
  - A. General
  - B. Yearly Goals for the Individual Child
  - C. Weekly and Daily Schedule
- V. **Health and Safety**
- VI. **Records**



AT THE CONCLUSION OF THIS CLASS THE CHILD CARE WORKER SHOULD DEMONSTRATE THE FOLLOWING COMPETANCE: The Child Care Worker will be able to take responsibility for staff training, equipment selection, community relations, and the health and safety of staff and children.

I. STAFF

A. Applications

Main Objective: *Demonstrates the knowledge of how to handle applications for staff positions in the child care center.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Hiring staff members is one of the most important responsibilities of a director.	Have class members bring samples of their centers job application forms. Share them and list the items that are usually found on applications for child care workers. Identify the items they feel are most important.	Carmichael, Administration of Schools for Young Children, p. 59–60.
The "job–open" letter should be a brief summary of the job requirements so the applicant can use the criteria for self evaluation.	Discuss the content of a "job–open" letter. Make a sample letter describing an opening in the child care center.	Cherry, Nursery School Management Guide, p. 89–101.
	Design a sample advertisement that can be placed in the help–wanted section of the newspaper.	Boguslawski, Guide for Establishing and Operating Day Care Centers, p. 41–45.
	Discuss screening applicants by telephone. Identify the questions that could be asked to screen individuals.	Butler, Early Childhood Education, p. 51–66.
	Identify the reasons for saving applications and for noting why the person was not hired.	
	Describe affirmative action requirements.	

I. STAFF

B. Interviewing and Screening

Main Objective: *Demonstrates ability to interview applicants for a position in the child care center.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Interviews can help the director be certain of an applicant's philosophy of early childhood education, and how the applicant works with the philosophy.	Use the handout "Interviewing" (appendix) to identify areas covered in the interview.	Carmichael, Administration of Schools for Young Children, p. 61–62.
	Discuss using the job description as a basis for interviewing.	Todd, The Years Before School, p. 101.
	Describe techniques for handling large groups of applicants.	Cherry, Nursery School Management Guide, p. 89–101.
	Make a form letter that can be sent to previous employers verifying work experience and performance.	Appendix 21.
	Discuss the advantages of having another staff member or board member interview an applicant at a separate time from the director.	
	Show examples of letters of rejection. Identify the content.	
	Suggest the need for notifying parents of the changes in staff.	
	Create and practice open–ended interview questions with each other. OR Conduct mock interviews.	

I. STAFF
C. Hiring

Main Objective: *Demonstrates knowledge of the hiring process.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Hiring staff is a subjective process, based on the director's philosophy of teaching.	List personal qualities to look for in hiring staff, include personality, age, education, background, experience, etc. Discuss the importance of each quality. Identify the balances to be achieved in the center with male–female, young–old, foreign–native, etc. Have class members bring copies of contracts used in their centers. List what should be included in a personnel contract; include, school year, salary, hours, holidays, leave of absence, probation, and termination.	Ruopp, A Day Care Guide For Administrators, Teachers and Parents, p. 14–16. Evans, Day Care, p. 61–64. Carmichael, Administration of Schools for Young Children, p. 62–63. Cherry, Nursery School Management Guide, p. 89–101. Click, Administration of Schools, p. 41.

I. STAFF
D. Training

Main Objective: *Demonstrates the ability to plan, implement, and evaluate in–service training sessions.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
A newly employed teacher at the center has much to learn about the way it is operated.	Identify the contents of a handbook that can be used to orientate new employees. Discuss the importance of including "rules" so a new teacher can have a feeling of belonging.	Ruopp, A Day Care Guide For Administrators, Teachers, and Parents, p. 20–23.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	If class members do not have an orientation handbook in their center, have them develop a handbook. Share handbooks and suggestions with the class.	Carmichael, Administration of Schools for Young Children, p. 65–69, 71.
The goal of in–service training programs is the enrichment of the knowledge of the employees.	Examine the benefits of and need for in–service training sessions in child care centers.	Evans, Day Care, p. 73–89. Martin, Teaching Young Children, p. 142–145.
	Suggest methods of incorporating in–service training into the center's day.	Travis, How To Do Day Care, p. 21–30.
	As a group, share thoughts on providing funds for staff members to attend classes.	Butler, Early Childhood Education, p. 201–202.
	List and share techniques for methods of providing in–service training; include, discussion groups, observation techniques, field trips to other centers, personal conferences, etc.	Click, Administration of Schools, p. 55–60.
	Plan topics to be included for in–service training for Fall, Winter, and Spring quarters.	
	Identify methods of including staff members in planning in–service sessions.	
	Have class members plan, implement, and evaluate an in–service training program for their staff. List the objectives, how the objectives were met, the success, suggestions for next time, media used, and how the staff gave input. Encourage the directors to keep records of the meeting.	

I. STAFF
E. Policies

Main Objective: *Demonstrates ability to develop a personnel policy handbook.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
The Department of Public Welfare suggests the use of a written policy handbook to ensure consistency and to promote understanding.	Use the handout "Personnel Policy Handbook" (appendix) to discuss the items to be included. Identify and discuss the implications of involving the staff in the development of personnel policies. Have class members revise their personnel handbooks or develop a handbook.	Click, Administration of Schools, p. 41–46. Appendix 22.

I. STAFF
F. Use of Volunteers

Main Objective: *Demonstrates an understanding of the role of the volunteer in a child care center.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Volunteers are persons who offer their services to a center without reimbursement other than for expenses. DPW Rule Number 3.	List and discuss the benefits of involving volunteers in the child care program. Use "Code of Responsibility for Volunteers" (appendix) as a basis for discussion. Describe methods of soliciting volunteers.	U. S. Department of HEW, Volunteers. Martin, Teaching Young Children, p. 109–112.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	List specific jobs volunteers can do.	Travis, How To Do Day Care, p. 66–67.
	Discuss in detail the type of information volunteers should know to do an effective job. Contrast the information with the items that are to be kept confidential.	Boguslawski, Guide for Establishing and Operating Day Care Centers, p. 54–55.
	Give suggestions for handling unreliable volunteers.	Click, Administration of Schools, p. 89–93.
	Suggest methods of thanking volunteers and recognizing their valuable contribution.	Appendix 23.
	Have class members develop a volunteer handbook using the form "Volunteer Handbook" (appendix).	Appendix 24.

I. STAFF
G. Use of Consultants

Main Objective: ***Demonstrates an understanding of the use of consultants in a child care center.***

CONTENT	LEARNING EXPERIENCES	RESOURCES
Consultants can provide services needed by the young child.	Discuss the various consultants that can be used; include educational supervisors, staff physician, nurse, social workers, psychiatrists, psychologists, etc. Compare and contrast each for cost, benefits, and responsibilities.	Boguslawski, Guide for Establishing and Operating Day Care Centers, p. 50–53.

I. STAFF
H. Career Ladder

Main Objective: *Demonstrates an understanding of the career ladder for child care workers.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
A career ladder makes workers aware of positions and advancement in the child care field.	Use the handout "Child Care Career Ladder" (appendix) to describe the areas of advancement for child care workers.	Hess, Teachers of Young Children, p. 40–42.
	Have class members develop job descriptions for the people employed in their centers. Use the handout "Job Descriptions" (appendix) for ideas.	Appendix 25. Appendix 26.

II. EQUIPMENT

A. Selection

Main Objective: *Demonstrates knowledge of the equipment needed for a child care center.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Equipment is used to help meet the center's objectives.	List factors to be considered when selecting equipment for the child care center; include, number and age of children, budget, type of storage available, curriculum area, equipment budget, welfare rules, etc.	Leeper, Good Schools for Young Children, p. 431–435. Todd, The Years Before School, p. 126–137.
The teacher evaluates the equipment in terms of the developmental level of children, where the equipment will be used, the frequency of use, availability of storage, and the cost.	Discuss the characteristics of suitable furniture for child care centers; include durability, child–size, attractive, easy to clean, etc.	DPW, Rule Number 3, p. 8.
	Using DPW, Rule Number 3, identify the basic equipment needed to open a center. Using the catalogs listed in the Equipment Catalog Bibliography, list the approximate cost of each item. Investigate the guarantees offered by each company.	Boguslawski, Guide for Establishing and Operating Day Care Centers, p. 39–41, 79–88.
	Divide the equipment budget into, permanent – non–permanent items; child use – teacher use; free – purchased – made; maintenance costs.	Butler, Early Childhood Education, p. 89–100. Equipment Catalog Bibliography.
	Discuss a plan of use that has the equipment at optimum exposure to the children.	
	Invite a speaker from the local school district to discuss purchasing procedures. The speaker may be the principal, superintendent, business administrator, or purchasing director.	

II. EQUIPMENT
B. Care

Main Objective: *Demonstrates knowledge of routine care procedures for child care center equipment.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Routine inspection of equipment shows items that need to be repaired or replaced.	Identify routine care procedures that will prolong the life of permanent equipment, toys, consumable materials, etc.	Cherry, Nursery School Management Guide, p. 79–83.
	Discuss the refinishing techniques for used furniture.	Community Playthings, Hints for Yearly Care of Community Playthings.
	Demonstrate how to sand and refinish furniture and toys found in the center.	
	List places to go for finding maintenance help; include, local work programs, want ads, parents, colleges, schools, etc.	
	Make class members aware of keeping records of the help they used and the evaluation of the employees.	

III. PUBLIC RELATIONS

Main Objective: *Demonstrates ability to develop public relations through several methods.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Display several child care center brochures. Encourage class members to create a brochure for their center. List the information to be included in a brochure: who the center serves, the philosophy of education, the purposes, and staff qualifications.	Social Service Board of N.D., Does Your Child Need Day Care? Austin AEYC, Ideas for Administration, p. 10–11.
	Use the teaching unit Parenting: Fathers, Mothers and Others from J. C. Penney to study how parents match their child's needs with the services available at a center through the use of brochures.	J. C. Penney's, Parenting: Fathers, Mothers and Others.
If the center is not fully enrolled, it may be necessary to advertise.	Have class members make a sample ad to be run in the local newspaper advertising the center.	Click, Administration of Schools, p. 111–116.
	Hand out copies of a form letter to be sent to parents reminding them to enroll for next fall.	
One method of making the community aware of the services offered is through open house.	Discuss the importance of inviting the community in to view the center. Have class members develop a set of guidelines for visitors to the center.	

IV. CURRICULUM
A. General

Main Objective: *Demonstrates knowledge of the factors that affect the curriculum offered by a child care center.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
The federal and state governments, the welfare department, the community, the school administrators, the parents, the teachers, and the children all affect the curriculum offered by a child care center.	Identify all the people and agencies that have an effect on the curriculum offered in a center. Describe the curriculum each wants, the differences and similarities. Discuss the variables of curriculum planning; include, individual children, ages and developmental levels of children, and variety of experience.	Hildebrand, Introduction to Early Childhood Education, p. 293–296. Taylor, A Child Goes Forth, p. 4–5.

IV. CURRICULUM
B. Yearly Goals for the Individual Child

Main Objective: *Demonstrates ability to formulate objectives for an individual child in the center.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Identify the goals for the children to be developed in each of these areas – educational, social, emotional, self–concept, intellectual, and physical.	Martin, Teaching Young Children, p. 48–52, 58–61.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Goals for each child should be set in the affective, cognitive, and psycho-motor domains.	Discuss the variables of a child's ability to learn, include philosophy of the center, the teacher's estimate of child's developmental level, and the child's readiness to learn. Discuss writing behavioral objectives for each child, include how to do, the appropriateness, and the evaluation techniques to use. Define affective (value–related) skills, psycho–motor (physical) skills, cognitive (intellectual) skills, and language skills. Develop a list of goals for affective skills, psycho–motor skills, cognitive skills, and language skills for one child in the center. Describe the content of the objectives, methods of achieving objectives, and evaluation techniques. Describe how the skill development for the child fits into the general purposes of the center's program.	Dittman, Curriculum Is What Happens, p. 7–20. ACEI, Nursery School Portfolio, Number 4. Austin AEYC, Ideas for Learning Environments, p. 1–8.
When teaching with a group of children, special care needs to be taken to tailor the learning experiences to each child.	Describe how to individualize lessons designed for the class for each child; include, identifying an objective for each child, structuring the learning environment to meet each child, knowing where each child is at developmentally, and by asking questions appropriate to the individual.	

IV. CURRICULUM
C. Weekly and Daily Schedule

Main Objective: *Demonstrates ability to plan a day's schedule for a child care center.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
The day's schedule provides the child with a routine that is not inflexible.	Describe a well organized day in a center; include, a balance of quiet activity and active play, a balance of individual work and group activities, balance of quiet and noisy activities, routines established, free play activities, plans for individual development, clearly defined adult duties, adequate materials, and new experiences. Discuss conditions which effect the planning of the children's day; include, length of school day, age and developmental level of children, space, enrollment, money, etc. Discuss provisions for changes because of illness, weather, tempers, etc. Have class members bring their days schedule in, compare, and share them. Have class members plan a day or week, list goals, activities, and methods. Use the plans in the center and evaluate. Use the forms "Weekly Activity Plan" and "Daily Plan" (appendix) for the format.	ACEI, Nursery School Portfolio, Number 9. Yawkey, Day Care, p. 18–19. Austin AEYC, Ideas for Learning Environments, p. 8–10. Hildebrand, Introduction to Early Childhood Education, p. 55–62, 302–305. Moore, Contemporary Preschool Education, p. 9–10. Leeper, Good Schools for Young Children, p. 162–167. Evans, Day Care, p. 126–128. Taylor, A Child Goes Forth, p. 6–7. Appendix 27. Appendix 28.

V. HEALTH AND SAFETY

Main Objectives: *Demonstrates knowledge of children's illnesses and accidents.*
Demonstrates knowledge of the health and safety practices required for child care centers.
Demonstrates ability to provide a safe and healthy environment by applying health and safety practices.
Demonstrates the ability to plan, implement, and evaluate a unit teaching health and safety concepts to children.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Describe methods of insuring and keeping records of staff members health examinations.	Evans, Day Care, p. 95–104.
The parents are responsible for pre-admission exams, keeping up immunizations, keeping an ill child at home, and for having a phone number where they can be reached in case of emergency.	Identify the responsibilities of the parents when they enroll their child in a center.	Cherry, Nursery School Management Guide, p. 223–247, 257–269.
	Discuss the responsibility of the center when they take the child.	Todd, The Years Before School, p. 193–202, 208–222, 234–237.
The center is responsible for keeping records of the child's exams, and immunizations, conducting daily health checks, providing a place for an ill child, contacting the parents in case of emergency, providing simple first aid, and for insuring the health of the staff.	Identify what to do with a child who becomes sick at the school, and describe the responsibility of the center.	DPW, Rule Number 3, p. 7–8, 12–14, 16–18, 22, 26–27, Appendix II.
	List and describe the health goals of a center, include child practices good hygiene, acceptance of the doctor and dentist by the children, teaching children to protect themselves from injury, and the development of good nutritional practices.	Gerber Products Company, A Handbook of Child Safety.
	Suggest lessons, teacher behavior, materials, and safety precautions which would help the child develop the goals.	U. S. Department of HEW, Teach Children Fire Will Burn.
	Discuss the importance of teaching the staff to observe children for general health, cold symptoms, skin diseases, dental problems, nutrition–related problems, eyesight, hearing, and speech problems.	Metropolitan Life, Looking For Health, Memo to Parents about Immunizations, and Panic or Plan.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Discuss giving medications to children enrolled at the center and the safety factors involved.	Ruopp, A Day Care Guide for Administrators, Teachers, and Parents, p. 82–91.
Communicable diseases can be spread less if infected children are sent home.	Describe the diseases that children get; list symptoms, incubation periods, and preventive measures; include, chicken pox, measles, mumps, German measles, whooping cough, etc.	Hess, Teachers of Young Children, p. 264–287.
	Have class members list safety hazards found in the child care center. Decide if they are problems for the children, the staff, or the parents. As a group, suggest ways to eliminate the hazards.	Leeper, Good Schools For Young Children, p. 317–327. North, Health Services.
	Invite an expert to discuss do's and don'ts for handling medical emergencies. Speaker could be a physician, a nurse, a fireman, or a policeman.	Travis, How To Do Day Care, p. 31–33.
The teacher can prevent medical emergencies by caring for equipment, enforcing safety rules, and by being considerate of the rights of the children and adults.	Discuss the importance of informing staff of the safety procedur[illegible] evacuation procedures, procedures for reporting accidents, how t[illegible] handle common accidents, use of fire extinguishers, finding the main electrical switch, allowing the child to leave only with authorized persons, and what to do with unexpected visitors.	Boguslawski, Guide for Establishing and Operating Day Care Centers, p. 68–73. U. S. Department of HEW, Your Child From 1 to 6, p. 77–92.
	Hand out to class members a list of emergency phone numbers for them to display by the phone; include police, fire, doctor, ambulance, hospital, and poison control center.	Butler, Early Childhood Education, p. 126–148.
Accidents are a major cause of death among children; it is, therefore, important to be aware of the safety needs of the children in the centers.	Read and discuss the use of the handout "Accident Report" (appendix).	Click, Administration of Schools, p. 82–87.
	Develop a list of procedures for emergencies; include, fire, tornado, flood, and blizzards.	Appendix 29.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Identify the common accidents for children, ages birth–1 year, 1–2 years, 2–3 years, 3–4 years, and 4–5 years of age.	
	Use the pamphlet Panic and/or Plan by Metropolitan Life and do the case studies dealing with emergency medical crisis.	
	Develop a list of safety rules to follow when transporting children by car, include the requirements of the state public welfare department.	
	Have class members ask children safety quesitons such as: "Is it alright to play in the street if you don't see any cars?" "What would you do if there were a fire?" Share results and have the class members indicate plans for developing a unit to meet the children's needs. Have them do the unit and evaluate.	
	Invite a lawyer in to speak on the liability for cases of injury. Outline the teachers areas of responsibility.	
	Invite an insurance agent to discuss the insurance available to child care centers and directors, and to explain what each policy covers and the cost.	
	(Refer to the unit, Teaching FOR the Child, for more information on resting; and Play and Play Materials for information on safety in equipment.)	

VI. RECORDS

Main Objective: *Demonstrates ability to efficiently handle the records used in the operation of a child care center.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Records should be carefully maintained and readily accessible.	Suggest some techniques of record keeping. Use the handout "Records Used in the Operation of a Child Care Center" (appendix) as a basis for discussing all the records to be kept. Add additional records to the list. Have class members create an evaluation sheet they can use to rate their practices.	Carmichael, Administration of Schools for Young Children, p. 83–89. Cherry, Nursery School Management Guide, p. 23, 34–36, 107. Martin, Teaching Young Children, p. 85–90. DPW, Rule Number 3, p. 25. Host, Administration, p. 160–161. Butler, Early Childhood Education, p. 168–182. Appendix 30.

DEVELOPING INTELLECTUAL ABILITIES

I. Cognitive Development
II. Learning Environment
III. Curriculum
IV. Teacher as a Model
V. Self--Concept
VI. Music
VII. Math
VIII. Food Preparation
IX. Language and Pre--reading

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AT THE CONCLUSION OF THIS CLASS THE CHILD CARE WORKER SHOULD DEMONSTRATE THE FOLLOWING COMPETANCE: The Child Care Worker will have an understanding of the process of cognitive development and the preschool child; and the worker will be able to develop, implement, and evaluate activities, games, and toys that foster cognitive development.

I. COGNITIVE DEVELOPMENT

Main Objective: *Demonstrates an understanding of cognitive development and its definition.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
There are many different theories about intellectual development and the young child.	Define cognitive development. Describe and discuss different theories available on cognitive development. Compare the child with special needs to the suggested theory guidelines.	Hess and Croft, Teachers of Young Children, (2nd ed.), p. 233–235, 245–246. Weikart, The Cognitively Oriented Curriculum, p. 1–11.

II. LEARNING ENVIRONMENT

Main Objective: *Demonstrates ability to develop goals for a learning environment conducive to cognitive development.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Play is a medium of learning.	Define learning environment.	Leeper and others, Good Schools for Young Children, p. 64–65.
	List things the learning environment does for the child.	
	Discuss the factors a child brings to the learning environment and how the child and the environment interrelate.	Weikart, The Cognitively Oriented Curriculum, p. 37–52.
	Discuss "Play is children's work," and discuss how to utilize play as a medium of learning.	
	Develop goals for a learning environment that fosters cognitive development.	
	Have class members visit a center other than their own to compare the learning environments. Share observations.	

III. CURRICULUM

Main Objective: *Demonstrates ability to plan, implement, and evaluate a preschool curriculum.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
A well–planned curriculum is one of the keys to effective teaching.	Define curriculum.	Vance, Teaching the Prekindergarten Child, p. 205–216.
	Divide the students into small groups. Using the brainstorming method plan a curriculum for one area of the preschool.	Weikart, The Cognitively Oriented Curriculum, p. 13–36.
	From the small groups, have the class members write a daily lesson plan using the form "Daily Lesson Plan" (appendix). Teach the lesson to a group of children. Evaluate results according to the form "Self–Evaluation" (appendix). Share results.	Appendix 6. Appendix 31.
	Discuss "Is it necessary to follow the lesson plan exactly as written?"	

IV. TEACHER AS A MODEL

Main Objective: *Demonstrates an appreciation for the fact that a preschool teacher is a model for the children.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Children thrive when they are successful.	Identify methods for a teacher to be positive and structured for success.	Hess and Croft, Teachers of Young Children, (2nd ed.), p. 251.
Children model after what they see and hear.	Have class members practice manuscript writing and numbers using the handout "Manuscript" (appendix).	Bloom, "How Learning Begins."
	Have class members assess weaknesses and continue practicing writing alphabet and numbers.	Appendix 32.

V. SELF–CONCEPT

Main Objectives: *Demonstrates an appreciation of the importance of building and maintaining a positive self–concept in children.*
Demonstrates ability to plan, implement, and evaluate activities that foster a positive self–concept.

CONTENT	LEARNING EXPERIENCES	RESOURCES
A child has to feel good about herself/himself in order for learning to take place.	Define self–concept.	Leeper, Good Schools for Young Children, p. 26–45.
	Identify methods teachers can use to develop feelings of a positive self–concept.	Hess and Croft, Teachers of Young Children, (2nd ed.), p. 123–125, 250–285, 130–137.
The teacher creates an atmosphere of understanding and acceptance.	Describe the verbal and non–verbal behaviors teachers use to enhance self–concept.	
	Discuss the importance of children understanding and labeling their own feelings, whether negative or positive.	Vance, Teaching the Prekindergarten Child, p. 290–292.
	List words used by children to describe their feelings.	McCoslin, Nellie, Creative Dramatics in the Classroom, p. 59–60.
	Discuss in small groups – "Are there right or wrong feelings?" Share ideas.	Hess and Croft, Teachers of Young Children, (2nd ed.), p. 128–129.
Body awareness can do much to enhance a child's self–concept.	Define body awareness.	Appendix 33.
	Identify and describe methods used to teach children their body parts and functions.	
Movement helps children to express their feelings.	Have class members demonstrate activities using body parts.	
	Describe the relationship between a child's physical growth and the development of self–concept.	
	Discuss the statement, "A child's movement vocabulary is much larger than his/her speaking vocabulary."	

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Have class members design, teach, and evaluate activities that use space, walking, running, and jumping movements. Use the handout "Movement" (appendix) for ideas.	
	Have class members develop an annotated bibliography of books about developing self—concept in children.	
Puppets are a way children can express feelings they might otherwise hide.	Describe puppets used in the preschool.	
	List the equipment needed for making puppets.	
	Have class members make some easy puppet in class.	
	Describe the different kinds of puppets according to those that are suitable for the teacher to make and those that are suitable for children to make.	
	Describe the results of the use of puppets in terms of cooperation, imagination, and small muscle control.	
	Show different types of puppet theaters and hand out directions for making them.	

VI. MUSIC

Main Objectives: *Demonstrates knowledge of the music experience as important for the young child as a "now" experience throughout the rest of life.*

Demonstrates ability to plan, implement, and evaluate a music activity for young children.

CONTENT	LEARNING EXPERIENCES	RESOURCES
A child who experiences many enjoyable music experiences will participate in music for the rest of life.	Define music.	Vance, Teaching the Prekindergarten Child, p. 303–307, 313–319, 328–334.
	Describe the different ways that a child may learn to enjoy music.	
	List the different types of listening experiences children can have.	
	Give examples of other activities to incorporate with music that enhance the child's appreciation of music.	
	Show examples of song–picture books that can be used as a means of musical expression.	
A child must learn to listen as a foundation for music.	Describe the importance of listening.	
	Identify different ways to get a child to listen.	
	Make a list of daily activities where music can be a background.	
Every child who can talk, can sing.	Collect a wide variety of songs suitable for young children. Have class members use these in their centers. Report results.	
Creative movement fosters a good self–concept.	Discuss rhythm instruments and the kinds of rhythm instruments to use in a preschool.	

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Have class members make a rhythm instrument.	
	Compare musical experiences that are best done in group situations and individual situations. Define how they should be integrated into the musical experience.	
	Discuss the importance of having some type of musical experience each day.	
	Have class members write daily lesson plans for one week of music. Teach the week and evaluate.	

VII. MATH

Main Objectives: *Demonstrates knowledge of math as a part of cognitive development and the relationship of math to all parts of the curriculum. Demonstrates ability to plan, implement, and evaluate a math experience.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Children learn by doing.	Define math and pre–math skills.	Leeper and others, Good Schools for Young Children, p. 233–257.
	Explain why math should be a concrete, tangible activity.	
	Compare the use of small group and individual activity to large groups when doing math activities.	Walton, Logical–Mathematical Thinking and the Preschool Classroom.
Numbers are used throughout the school day.	List the ways teachers use cardinal numbers, include counting objects and recognition of numbers. List the ways teachers use ordinal numbers, include arrangements of objects, taking turns, etc.	Weikart, The Cognitively Oriented Curriculum, p. 89–145.
Children seem to learn to rote count first.	Define rote counting.	Friends of Perry Nursery School, The Scrapbook, p. 80–100.
A child needs a working math vocabulary.	Discuss why children should verbalize their math activities.	Hess and Croft, An Activities Hand–book for Teachers of Young Children, (2nd ed.), p. 153–156.
	Make a list of comparison words that have a math concept.	Lorton, Workjobs, p. 127–236.
	Develop a list of different math concepts a child will be familiar with before entering kindergarten.	
	Using Workjobs by Lorton have class members make at least four math activities. Have them use these at their centers; share evaluations.	

VIII. FOOD PREPARATION

Main Objectives: *Demonstrates knowledge of food preparation as a cognitive activity which incorporates science, math, and language development.*
Demonstrates ability to plan, implement and evaluate a cooking activity.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Using the handout "Cooking in the Preschool Classroom" (appendix) explore the many possibilities for implementing cooking activities into the daily routine.	Hess and Croft, An Activities Handbook for Teachers of Young Children, (2nd ed.), p. 179–181.
	Make a list of concepts children learn from cooking.	Ferreira, Nancy J., The Mother – Child Cook Book.
Successful cooking experiences require careful planning.	Describe the importance of careful planning when cooking.	Friends of Perry Nursery School, The Scrapbook, p. 31–47.
	Using the handout "Planning a Cooking Project" (appendix) have class members plan, implement, and evaluate a cooking experience. Give specific ways the objectives (what will children learn?) were met.	Appendix 34.
		Appendix 35.

IX. LANGUAGE AND PRE-READING

Main Objectives: *Demonstrates knowledge of different methods of fostering language and memory growth.*
Demonstrates ability to plan, implement, and evaluate a language or pre-reading activity.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Fingerplays help a child develop self-concept, language, and foster memory.	Define finger play.	Lorton, Workjobs, p. 17–126.
	Describe the relationship of fingerplays to cognitive development in preschool children.	Leeper, Good Schools for Young Children, p. 203–208, 213–232.
	Have each class member bring in a favorite or new fingerplay. Demonstrate these to the class. Make a list of all the finger plays to be handed out to each class member.	Anderson, Reading and Young Children, p. 132–135.
	Have each class member teach a new finger play to a group of children. Have them turn in a written evaluation of the activity.	Hess and Croft, An Activities Handbook for Teachers of Young Children, (2nd ed.), p. 2–38.
Picture books stimulate cognitive development.	Show examples of picture books suitable for preschool children.	Weikart, The Cognitively Oriented Curriculum, p. 53–56.
	Describe the preparation needed before a teacher presents a story to the children.	Appendix 31.
	Compare and contrast presenting a story to an individual child and presenting a story to a group of children.	
	Have class members present a story to a group of children. Have them use the form "Self-Evaluation" (appendix) to evaluate themselves.	
	Develop a list of language activities that stimulate a child's thinking and develop their imagination.	

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Describe auditory perception, memory, verbalization, pre-writing, and pre-reading as measures of a child's cognitive development.	
	Using Workjobs, create activities that can be done under each of the categories described above.	

PLAY, DRAMATIC PLAY, AND PLAY EQUIPMENT

- I. **Play**
  - A. Benefits of Play
  - B. Stages and Ages of Play
  - C. Play in the Curriculum
    - 1. Emotional
    - 2. Social
    - 3. Physical
    - 4. Intellectual
  - D. Indoor Play
  - E. Outdoor Play
- II. **Dramatic Play**
  - A. Objectives
  - B. Props
  - C. Teacher's Role
- III. **Play Equipment**
  - A. Selection
  - B. Care
  - C. Safety
  - D. Toys and Play Activities
    - 1. Age Levels
    - 2. Play Materials
      - a. Puppets
      - b. Water and Sand Play
      - c. Blocks
      - d. Ponder Play Equipment
      - e. Group Games
    - 3. Play Materials and Equipment to Make

AT THE CONCLUSION OF THIS CLASS THE CHILD CARE WORKER SHOULD DEMONSTRATE THE FOLLOWING COMPETANCE: The Child Care Worker will be able to select, arrange, and maintain play equipment and materials that are safe and that encourage children to develop physically, socially, emotionally, and intellectually, according to their individual ability.

I. PLAY

A. Benefits of Play

Main Objective: *Understand the value of play as the way children grow and learn.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Play is the child's work.	Define play.	Mayesky, Creative Activities for Young Children, p. 105–106.
	View the film, All In The Game, as a basis for discussion.	Leeper, Good Schools for Young Children, p. 331–334.
Play fosters cognitive learning, is a source of socialization with other children, provides a method of dealing with life's problems, allows a child's use of imagination, and provides for physical development.	List the characteristics of play as observed by class members; include such things as total involvement by the child, active, something done most of the time, sex stereotyped, follows a predictable sequence, activities decrease with age, attention span increases with age.	Hurlock, Child Development, p. 287–294.
	Discuss the values of play for preschool children. Have class members observe preschool children at play and identify these values from observations.	Education Development Center, All In The Game.
	List the factors that influence children's play; include, health, physical development, sex, cognitive abilities, environment, and equipment. Identify the effect of each.	

I. PLAY

B. Stages and Ages of Play

Main Objective: *Demonstrates ability to recognize the stages and ages of children's play by observing children.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Parten classified children's play into six groupings: unoccupied, solitary, onlooker, parallel, associative, and cooperative.	Discuss Parten's classification of the stages of play, typical ages these occur, and the characteristics of each stage. Give examples from observation of each stage.	Engstrom, Play: The Child Strives Toward Self–Realization, p. 5–12.
	Observe children from each play group using the handout "Observation Form – Children's Play" (appendix). Note differences and similarities of each age level. OR Use the handout "Social Behavior of Preschool Child" (appendix) as a basis for observation.	Mayesky, Creative Activities for Young Children, p. 107–108. Quanty, Observing Children, Unit 7. Leeper, Good Schools for Young Children, p. 334–336.
	Give examples of each of the types of play children engage in: active, quiet, dramatic, manipulative, and imitative.	Appendix 36. Appendix 37.

I. PLAY
C. Play in the Curriculum
1. Emotional

Main Objective: *Demonstrates knowledge of games and activities that develop a good self–concept in children by allowing them to experience success.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Children develop a good self–concept through creative play.	Discuss the benefits of play to emotional growth. Display and explain games and activities that help develop a good self–concept in children.	Mayesky, Creative Activities for Young Children, p. 107.

I. PLAY
C. Play in the Curriculum
2. Social

Main Objective: *Demonstrates knowledge of games and activities that foster successful social interaction with other children.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Through play with others, children learn that people view the world differently, and to give and take.	Relate the benefit of play to social growth. List games and activities that foster social development, include both indoor and outdoor activities.	Mayesky, Creative Activities for Young Children, p. 107–115. Moore, Contemporary Preschool Education, p. 169–182.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Have class members role play several of the group activities, decide the age level for which the activity would be most suitable. Discuss rules and limits that the teacher sets that provide for acceptable social interaction. Identify when the teacher should interfere and interpret a child's behavior to another child in the areas of sharing equipment, sharing space, and threats of violence.	

I. PLAY
C. Play in the Curriculum
3. Physical

Main Objective: *Demonstrates knowledge of the play equipment that helps a child develop physically.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Play develops the use of five senses and contributes to muscle development.	Relate the benefit of play to physical growth. List games and activities that develop small and large muscles. OR Display toys that encourage motor development. Discuss how each play material displayed provides for some phase of motor development.	Mayesky, Creative Activities for Young Children, p. 106, 112–114.

I. PLAY
C. Play in the Curriculum
4. Intellectual

Main Objective: *Demonstrates knowledge of the play equipment and activities that stimulate cognitive development.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Play helps children develop concepts.	Relate the benefits of play to mental growth. List all the games and activities that develop cognition. Display examples of games and activities that develop cognition. Explain how each helps the child learn.	Mayesky, Creative Activities for Young Children, p. 106.

I. PLAY
D. Indoor Play

Main Objective: *Demonstrates ability to arrange materials and equipment to allow adequate adult supervision and to provide for the total development of the children.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Program flexibility and child movement needs require that adequate space be available. DPW Rule Number 3.	Describe the requirements for indoor space per child. Discuss the reasons for minimum requirements of space.	Leeper, Good Schools for Young Children, p. 344.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	List the equipment found in a preschool. Categorize it according to large and small muscle activity. Suggest methods of incorporating more large muscle activity into the preschool indoor program.	DPW, Rule Number 3, p. 6–7, Appendix A.
If the preschool room is arranged carefully the children will feel secure, become more independent, develop good habits, and have opportunity for privacy.	List each of the areas (learning centers) found in a child care center, include block building area, library corner, domestic play area, table work area, painting area, woodworking area, large muscle activity area, music area, etc. Describe the characteristics and space requirements of each area.	Vogel, A Guidebook for Child Care, p. 73–75. Lawrence, Program Guide for Day Care Centers, Part I, II.
	Supply class members with a floor plan for a center or use a transparency as a visual aid. Have them draw in the areas. Discuss as a group the arrangement of the floor plan for the optimum use of each area.	Murphy, A Setting for Growth, p. 9–16. NAEYC, Ideas for Learning Environments, p. 12–22.
	Discuss the handout "Free Play Activities" (appendix).	Boguslowski, Guide for Establishing and Operating Day Care Centers for Young Children, p. 29–34, 79–88.
	Outline principles of guidance for indoor activities.	Appendix 38.

I. PLAY
E. Outdoor Play

Main Objectives: *Understands the requirements for successful outdoor activity.*
Demonstrates knowledge of how to redirect children's behavior and define limits when necessary to provide a safe environment.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Outdoor play can lessen the tension caused by children playing in a small area indoors.	List the reasons outdoor play is important; include, children can be noisier, more large muscle activities are allowed, tensions can be lessened, provides for physical activitv and exercise.	Leeper, Good Schools for Young Children, p. 338–344. DPW, Rule Number 3, p. 9, 29.
Good child education requires adequate room to engage in large muscle activity under safe conditions. DPW Rule Number 3.	Discuss the basic space and safety requirements for outdoor play; include amount of space, fencing, balance of sunshine and shade, surfaces, etc.	Lawrence, Program Guide for Day Care Centers, Part III.
	Describe the outdoor equipment that provides for large muscle activity; include climber, swing, slide, sandbox, large wheel toys, boards, etc. Show pictures of the equipment from the catalogs; suggest the average price of each item. As a group, list safety features to look for in each piece.	Baker, Let's Play Outdoors. Murphy, A Setting For Growth, p. 16–19. NAEYC, Ideas for Learning Environments, p. 22–30.
	Use the booklet Outdoor Equipment from the Department of Public Welfare for lists of equipment that can be used outdoors and for patterns for making outdoor equipment.	Evans, Day Care, p. 196–198, 207–211.
The teacher is responsible for the way outdoor equipment is used.	Use the handout "Outdoor Play Equipment" (appendix) to discuss the safety features, learning experiences for children, and guidance techniques for each of the outdoor areas.	Boguslawski, Guide for Establishing and Operating Day Care Centers for Young Children, p. 34–36.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	In small groups, describe activities that normally take place indoors that could be used successfully outdoors, for example, dramatic play, painting, etc. Share ideas. Share ideas for outdoor winter activities.	Taylor, A Child Goes Forth, p. 119–122. Hildebrand, Introduction to Early Childhood Education, p. 83–100. Cherry, Nursery School Management Guide, p. 56–65. Department of Public Welfare, Outdoor Equipment. Appendix 39.

II. DRAMATIC PLAY

A. Objectives

Main Objective: *Demonstrates knowledge of the value of dramatic play for preschool children.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
According to Matterson, dramatic play allows a child to: 1) imitate adults, 2) play out real life roles in an intense way, 3) reflect relationships and experiences, 4) express passing needs, 5) release unacceptable impulses, 6) reverse roles usually taken, 7) mirror growth, and 8) work out problems and experiment with solutions.	View the film Dramatic Play: An Integrative Process for Learning to use as a basis for discussion. Define dramatic play and identify the forms it takes. List and describe the benefits of dramatic play according to Matterson. Discuss the fact that children often switch sex roles when playing. Indicate when they should be referred to professional help. Describe the situations when aggression in dramatic play is acceptable and when it is not. Discuss the varied ways children spontaneously participate in dramatic play throughout the day. Describe specific situations. Analyze the situations as to the value for the social, intellectual, emotional, and physical development of children.	Leeper, Good Schools for Young Children, p. 356. Moore, Contemporary Preschool Education, p. 163–167. Read, The Nursery School, p. 279–289. Hildebrand, Introduction to Early Childhood Education, p. 212–219. Office of Economic Opportunity, Dramatic Play: An Integrative Process for Learning.

II. DRAMATIC PLAY

B. Props

Main Objective: *Demonstrates ability to help children in their dramatic play by providing props to stimulate their activities.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Kits with props for dramatic play can be made inexpensively and they start the children playing.	Discuss handout "Household Items Used in Dramatic Play and Creativity" (appendix).	Mayesky, Creative Activities for Young Children, p. 116, 121.
	Suggest equipment to be included in kits designed for playing grocery store, beauty parlor, airline pilot, travel agency, etc.	Leeper, Good Schools for Young Children, p. 346–347, 226–227.
	Have each class member prepare a kit to be used in their center. Bring to the class for use in a display.	Moore, Contemporary Preschool Education, p. 168.
	Make a list of items parents can bring in that would foster creative play.	NAEYC, Ideas for Creative Curriculum, p. 3–4, 8–11.
Much dramatic play takes place in the doll corner or domestic play area. It is an area where children can develop an understanding of the role of others.	List and discuss the equipment to be included in the doll corner, include size of dolls, number of and characteristics of doll's clothing, values of a mirror, detail of furniture, dress–up clothes, etc.	Vogel, A Guidebook for Child Care, p. 76.
	Identify the benefits of playing in the doll area.	Evans, Day Care, p. 157–160.
	Read William's Doll by Charlotte Zolotow. Discuss the story and suggest methods preschool teachers can use to encourage both boys and girls to use the housekeeping area.	Hildebrand, Introduction to Early Childhood Education, p. 221–228. Zolotow, William's Doll.
	Discuss the location of the housekeeping area in relation to the rest of the center.	Friends of Perry Nursery School, The Scrapbook, p. 1–7.
	Read stories and poems that could be used to foster creative dramatic play. Combine the titles into a bibliography for all class members.	Appendix 40.

CONTENT	LEARNING EXPERIENCES	RESOURCES
When role playing, children play the part as they wish; the teacher must be careful not to be disapproving.	Discuss role playing with children. Show pictures that could be used to stimulate role playing. Hand out unfinished stories that could be finished by role playing, or a list of sentences that foster role playing. Compile the results.	
The first attempt at role playing will often be pantomine experiences and creative movement.	Suggest pantomine and creative movement experiences that can be a prelude to other role playing situations for children. Start a file of pictures that can be used to create experiences where children can act out what the picture makes them feel, or where children can act out what happens next, etc.	

II. DRAMATIC PLAY
C. Teacher's Role

Main Objective: *Demonstrates ability to guide children in dramatic play without interfering.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Dramatic play requires that a teacher takes a passive role rather than an active role. The teacher can enrich the activities that are happening by observing and listening.	Discuss the teacher's role in developing creative dramatic play; include setting up, getting children started by providing opportunities, and keeping the children interested. Identify how the teacher reinforces the children.	Mayesky, Creative Activities for Young Children, p. 116. Leeper, Good Schools for Young Children, p. 224–225.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Assign each class member to bring a story, pictures, or object that would stimulate dramatic play in the preschool. Have each class member describe a way to introduce the object. Have the class members try the techniques at their centers. Report results to the class.	Moore, Contemporary Preschool Education, p. 161–163. Hildebrand, Introduction to Early Childhood Education, p. 219–221.
	List problems class members have encountered with children playing out one role for too long a period. Suggest methods to overcome this and help the child progress.	
	Describe the teacher's role in each of the following: – helping children share equipment used in dramatic play. – helping a child join a group of children already engaged in play. – redirecting a child who is using the dramatic play equipment in an unsafe way. – encouraging children to pick up when they are done with the activity.	

III. PLAY EQUIPMENT

A. Selection

Main Objective: *Demonstrates the ability to select play equipment that provides for the development of the child according to the objectives of the preschool center.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Good play equipment is versatile, stimulating, durable, safe, and simple in design.	View the filmstrip Toys and Activities for the Preschool Child by J. C. Penney's or the Community Playthings slide set.	Mayesky, Creative Activities for Young Children, p. 108–109.
	From readings, observations, and discussion, list characteristics of good play equipment.	Leeper, Good Schools for Young Children, p. 336–338.
	Provide equipment catalogs for class members use; have them set a budget for next year's play equipment; and list how they would spend the money. Have them justify the selections according to the value of the selections for the physical, social, emotional, and intellectual development of children.	Community Playthings, Criteria for Selecting Play Equipment for Early Childhood Education. J. C. Penney's, Toys and Activities for the Preschool Child.
	Exhibit inexpensive or cast off items children like to play with; include, pots and pans, plastic bleach bottles, and wooden spoons.	Community Playthings Slide Set.
	Have class members develop a criteria for selecting equipment and materials for their center.	American Toy Institute, Choosing Toys for Children of All Ages.
	Hand out the pamphlets Criteria for Selecting Play Equipment and Choosing Toys for Children of All Ages.	Equipment Catalog Bibliography.

III. PLAY EQUIPMENT

B. Care

Main Objective: *Demonstrates the ability to repair broken equipment to provide for a safe environment.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
The teacher is responsible for the upkeep of the play equipment. This is done by repairing broken toys and encouraging the children to care for the toys properly.	Demonstrate how to sand wooden blocks and refinish them. Have materials set up so class members can repair broken toys. Discuss how each center encourages children to pick up their toys and care for them.	Mayesky, Creative Activities for Young Children, p. 109.

III. PLAY EQUIPMENT

C. Safety

Main Objective: *Demonstrates knowledge of providing a safe environment for preschool children by selecting play materials that are safe.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
The prime concern when selecting toys should be safety.	Prepare a reading list of current articles dealing with toy safety. Discuss the Child Protection and Toy Safety Act of 1969. From reading, list safety features found in toys suitable for preschool children.	U. S. Consumer Product Safety Commission, Banned Products. U. S. Consumer Product Safety Commission, For Kid's Sake.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Bring in toys that class members can use to evaluate toys for safety using the form "Checklist for Toy Safety" (appendix).	U. S. Consumer Product Safety Commission, Fact Sheet No. 47: Toys.
	Discuss the responsibility child care teachers have for informing companies and/or the U. S. Consumer Product Safety Commission of a toy or piece of equipment they find hazardous. Use the form "Consumer Product Complaint Form" (appendix).	J. C. Penney, Safe–Toy Environments. Appendix 41. Appendix 42.
	View and discuss the filmstrip Safe–Toy Environments by J. C. Penney.	

III. PLAY EQUIPMENT
D. Toys and Play Activities
1. Age Levels

Main Objective: *Demonstrates the ability to select play equipment that is appropriate for each age level.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Toys for infants should stimulate visual and hearing abilities, develop eye–hand coordination, and small and large muscle development.	Use the pamphlet Criteria for Selecting Play Equipment for Early Childhood Education as a basis for discussion. List characteristics of toys that are appropriate for infants. Describe and/or display toys that exhibit the characteristics that help an infant develop. Explain how each toy helps the infant develop.	Powell, Toys That Teach. Community Playthings, Criteria for Selecting Play Equipment for Early Childhood Education.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Discuss the importance of peek–a–boo games.	
Toys for toddlers should provide for independence, social experiences, decision–making, large and small muscle development, and eye–hand coordination.	List characteristics of toys appropriate for toddlers (1–3 year olds). Describe and/or display toys that exhibit characteristics that help a toddler develop. Explain how each toy helps the toddler develop.	
Toys for preschool children should provide for longer attention spans and concentration, cognitive development, pre–reading skills, cooperation with others, and self–confidence.	List characteristics of toys appropriate for preschool children (3–5 year olds). Describe and/or display toys that exhibit the characteristics that help a preschool child develop. Explain how each toy helps the preschool child develop.	

III. PLAY EQUIPMENT
D. Toys and Play Activities
2. Play Materials

Main Objective: *Demonstrates the ability to select play materials and to encourage children to use them creatively.*

a. Puppets

CONTENT	LEARNING EXPERIENCES	RESOURCES
Puppets may provide children with the creative opportunity of making the puppet, and with the dramatic opportunity of making it talk.	View the film Puppets for ideas on the different kinds of puppets.	NAEYC, Ideas for Creative Curriculum, p. 11–15.
	Describe and display different kinds of puppets; include finger puppets, hand puppets, stick puppets, marionettes. Use both home-made and purchased puppets.	University of Minnesota, Puppets.
	Compare the puppets for appropriateness for use with preschool children.	Friends of Perry Nursery School, The Scrapbook, p. 8–10.
	Suggest uses for puppets besides shows and group activities.	

b. Water and Sand Play

CONTENT	LEARNING EXPERIENCES	RESOURCES
Water play offers many experiences for the preschool child.	Discuss the value of water play.	Vogel, A Guidebook for Child Care, p. 91.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Discuss equipment to include in water play. Divide these into categories: items that float and sink, items that teach color, items that teach volume relationships, items that develop language skills, and others.	Evans, Day Care, p. 183–186. Friends of Perry Nursery School, The Scrapbook, p. 11–17.
	Identify techniques to help children learn to blow.	Evans, Day Care, p. 186–188.
	Hand out "Water Play" (appendix) for ideas about using water play in the center.	Baker, Let's Play Outdoors, p. 24–25. Appendix 43.
	Identify and explain concepts to develop with the children while they are playing with water.	
Sand lends itself to creativity and experimenting.	Describe the different benefits of wet and dry sand play.	
	Discuss reasons for sand play to take place indoors as well as outdoors.	
	Show with illustrations how to create a sand play area.	
	Describe equipment to be included.	
	List alternatives to sand; explain the advantages and disadvantages of each.	

c. **Blocks**

CONTENT	LEARNING EXPERIENCES	RESOURCES
Children begin playing with blocks by simply manipulating them, next they may build a long road or tower, eventually children construct planned structures.	Discuss the developmental sequence of block play.	Leeper, Good Schools for Young Children, p. 345–346.
	Describe the benefits of block play; include large muscle coordination, emotional release, creativity, cognition, and concept development.	DPW, Rule Number 3, p. 10.
	View the film Blocks as a basis for discussing blocks and perceptual awareness.	Taylor, A Child Goes Forth, p. 29–30.
		Evans, Day Care, p. 164–167.
The teacher may guide the children in block play by asking questions about the structure that encourage the child to evaluate it.	Identify the role of the teacher in block play; include verbal support, defining limits, and helping clean up.	Office of Economic Opportunity, Blocks.
	Use the handout "Blocks" (appendix) as a basis of discussion.	Appendix 44.
	Show pictures or examples of the different types of blocks, cardboard, hollow, wooden, crate–like, and table blocks. As a group, identify the advantages of each.	
	Suggest alternatives to the expensive wooden blocks. List advantages and disadvantages of each.	
	Describe the space and time necessary to allow the children plenty of opportunity to explore with blocks.	
	Identify other props that can be included in the block area to promote creative play.	

d. Ponder Play Equipment

CONTENT	LEARNING EXPERIENCES	RESOURCES
Puzzles provide for eye–hand co-ordination, small muscle development, visual memory, and shape recognition.	Bring several puzzles to class. Classify each according to the appropriate developmental level.	Leeper, Good Schools for Young Children, p. 346.
	Describe the value of puzzles for preschool children.	Evans, Day Care, p. 177–182.
	Bring examples of other types of ponder play: pegboards, tinker toys, lotto, table blocks, and sorters.	Lorton, Workjobs.
	Hand out patterns to construct some of the ponder play equipment.	Moore, Contemporary Preschool Education, p. 40–46.
	Identify the space requirements for storage and use of ponder play materials.	

e. Group Games

CONTENT	LEARNING EXPERIENCES	RESOURCES
Children develop games spontaneously in their group play.	List games appropriate for preschool children. Role play several of them.	Read, The Nursery School, p. 295.

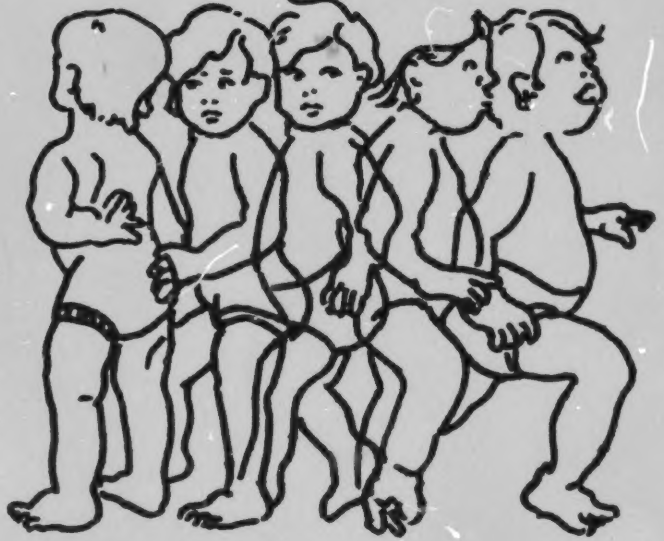
CONTENT	LEARNING EXPERIENCES	RESOURCES
Games suitable for preschool children involve all of the children and are not too structured.	Develop a game which would enable a four year old child to understand her/his relationship to parents, grandparents, and siblings and why each relationship is different. Consider knowledge gained about the emotional maturity of four year olds, types of relationships with significant others, and the child's ability to grasp abstract ideas.	Leeper, Good Schools for Young Children, p. 342–343. National Federation, Day Care Aides, p. 92–103. Friends of Perry Nursery School, The Scrapbook, p. 24–30.
	Have class members plan and make two activities, games, or toys for an area (puppets, water and sand play, blocks, ponder play equipment, or group games.) Observe the children using the new item. Evaluate the use according to the type of play it generated, etc.	

III. PLAY EQUIPMENT
D. Toys and Play Activities
3. Play Materials and Equipment to Make

Main Objective: *Demonstrates ability to make inexpensive toys for the preschool center.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Building equipment and toys for the center can involve parents and volunteers.	Discuss making equipment for centers, who can do it, amount of time necessary to complete project, and tools needed.	NAEYC, Ideas for Learning Environments, p. 42.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Share patterns for making equipment with the class.	NAEYC, Ideas for Learning Environments, p. 44–62.
	Possible outside project: Make a toy or a piece of equipment for the center. Use with the children. Share their reactions.	



POSITIVE GUIDANCE AND BEHAVIOR CONTROL

I. Emotional Development
II. Pre–school Environment
III. Security and Adequacy
IV. Aggressive Feelings
V. Setting Limits
VI. Group Relationships

AT THE CONCLUSION OF THIS CLASS THE CHILD CARE WORKER SHOULD DEMONSTRATE THE FOLLOWING COMPETANCE: The Child Care Worker will be able to provide for a positive group experience for the children and adults by setting limits that are consistent with the goals of the program.

I. EMOTIONAL DEVELOPMENT

Main Objectives: *Demonstrates knowledge of the types and sources of children's emotions.*
Demonstrates ability to develop methods of helping a child develop emotionally.

CONTENT	LEARNING EXPERIENCES	RESOURCES
An emotion is an internal state or an experience.	Read about emotional development from different sources. Discuss differences and similarities among authors.	Martin, Teaching Young Children, p. 4–6.
	Give examples of emotions, such as anger, joy, jealousy, love, etc. Have class members study the emotion they find most interesting.	Smart, Children, Development and Relationships, p. 306–312, 317–320.
	Analyze the emotions according to: a) what stimulates the emotion; b) the physiological changes in the child expressing the emotion; and c) how the teacher would respond to the child expressing the emotion.	Minnesota Association for Mental Health, What Every Child Needs. Cohen, Serving Preschool Children, p. 16–17, 28–29.
	View the film, Development of Feelings in Children, as a basis for discussion in the unit.	Parents Magazine, Development of Feelings In Children.
	Invite a guest speaker to discuss the emotional development of the preschool child and the relationship of physical, social, and cognitive development with emotional development. Speaker could be a psychologist, child development specialist, or pediatrician.	Leeper, Good Schools for Young Children, p. 41–42, 67–68. Hurlock, Child Development, Chapter 9.
A child's feelings are more changeable than an adults.	Show pictures of children. Have the class members identify by writing sentences about what the child is thinking or feeling. Compare the results to discover that people identify the same thing differently.	Ilg and Ames, Child Behavior, Chapter 8.
	List emotionally loaded words used to describe children, such as stubborn, quarrelsome, etc. Suggest other descriptions that could be used.	Smith, Guiding the Development of the Preschool Child, Chapter 4.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Discuss Maslow's hierarchy of needs as illustrated by "Maslow" (appendix).	Jones, Guiding Your Child From 2 to 5, p. 274–296.
Each child develops at an individual rate, so it becomes necessary to plan experiences for each child.	Relate the importance of level of maturity in each of the following instances: a) ability to share and wait turns. b) ability to listen attentively. c) ability for group participation. d) muscle coordination. e) reaction time. f) ability to follow directions.	Appendix 45. Appendix 46. Appendix 47.
Fear is a normal emotion for a child.	Using the chart found in the appendix, list the common fears of young children.	
Children have more fears than do other persons of any age.	Define the types of fears and the sources of fears in young children. Include such sources as bad experiences, imitation, association of experiences, and adult's fears being transferred to the child.	
	Draw up guidelines describing what can be done to overcome specific fears.	
	List some positive aspects of fear.	
	Discuss how the teacher can help the young child who has fears of death to understand these fears.	

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Observations: Have class members observe a group of children using the observation sheet "Personality and Emotional Growth" (appendix). Use the results as a basis for discussion throughout the class. Have class members observe a group of children for a period of time. Have them identify the emotions the children are expressing. Analyze the observation to determine how emotionally developed the child is.	

II. PRE–SCHOOL ENVIRONMENT

Main Objective: *Demonstrates knowledge of the relationship of environment and children's behavior.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
The pre–school environment can have a significant effect on the realization of goals for young children.	Describe a pre–school environment that fosters a healthy self–concept.	Leeper, Good Schools for Young Children, p. 64.
	Identify the effect of an adequate supply of materials and equipment in giving the child a chance for decision–making.	Murphy, Away From Bedlam.
A child will grow normally in emotional development if made to feel loved, secure, and needed.	Compare the effect of teacher–child ratio on: a) teacher contact time with each child; b) prevalance of aggressive behavior; and c) space utilization.	Galambos, A Guide To Discipline, p. 5–13. Leeper, Good Schools for Young Children, p. 66.
The child has experienced parental guidance before coming to the school; therefore, all children will respond differently to guidance techniques used by the teacher.	Describe the effect of the home environment upon the child.	Murphy, Away From Bedlam, p. 4–10.
	Support or repute the statements "Socio–economic levels of a family mean a certain mode of behavior will be present," and "Planning an interesting program is a successful method of behavior control through management techniques."	Appendix 48.
	Read the article, Separation: A Developmental Challenge, (appendix), for a basis for discussing how the center can help the child accept the separation from home and family. Have class members share the techniques they use for helping the children accept separation.	

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Listed below are causes of turmoil in centers; suggest methods of overcoming these: a) frustration because of difficulty in doing a new activity; b) anger caused by home situations; c) too much noise; d) overstimulation; e) reaction to the teacher; and f) change in routine.	
	List ways a teacher can redirect the whole group when they are tense and excited.	

III. SECURITY AND ADEQUACY

Main Objectives: *Demonstrates knowledge of the importance of building feelings of security and adequacy in children.*
Demonstrates ability to apply the knowledge gained to help children feel adequate and secure.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Security refers to the feelings that come with having had experiences where the child belonged to the family or group.	Define the terms security and adequacy. Discuss how the feelings of security and adequacy come about.	Read, The Nursery School, Chapter 7. Smart, Children, Development and Relationships, p. 306–312.
Adequacy refers to self feelings an individual has developed.	Collect "Peanuts" cartoons showing Linus and his security blanket. Compare this to other objects children use for security, both tangible and non–tangible. Identify some of the things adults do that do not help to foster feelings of security and adequacy in children.	Breckenridge, Growth and Development of the Young Child, p. 132–141.
A child's early experiences build feelings of trust in the world if the experiences have been positive.	Discuss the children's behavior that indicates a need or a problem; include thumbsucking, speech problems, etc.	
The presence of a friendly adult helps a child unsure of the situation to feel secure.	Examine different methods of helping a child feel more secure and adequate when they display behavior that indicates a need. Identify ways for adults to accept a child's feelings verbally.	
Finding acceptable outlets for a child's feelings, help the child discover ways of releasing feelings that are acceptable and do no harm.	Give examples of how teachers of small children can help them work through their feelings, include movements, creative media, etc. Have class members use some of the techniques. Report results.	

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Observation: Listen to the quality and pitch of the children's voices in the center. List the names of children whose voices are high–pitched, soft, loud, harsh, pleasant. Compare the voice category with what the teacher knows about the child's feelings of self. (See Teaching FOR the Child for more experiences on developing self–concept in children.)	

IV. AGGRESSIVE FEELINGS

Main Objectives: *Demonstrates knowledge of the causes of aggressive behavior in children.*
Demonstrates ability to use methods for changing aggressive behavior in children.

CONTENT	LEARNING EXPERIENCES	RESOURCES
All children have aggressive feelings; but, not all children act out their feelings. It is healthier to act out hostile feelings.	Identify behaviors that are aggressive or may appear to be aggressive.	Read, The Nursery School, Chapter 8.
	List causes of aggressive behavior.	Gardner, Development in Early Childhood, p. 284–287.
	Discuss the fact that boys are more likely to be rewarded for aggressive behavior than are girls by their parents.	Jones, Guiding Your Child From 2 to 5, p. 262–274.
	List causes of hostile feelings, for example, new baby at home, lack of attention at the school, or divorce of parents.	Smart, Children, Development and Relationships, p. 313–316.
	Describe methods of relieving the hostile feelings in the pre–school setting, using acceptable methods that do not injure others.	Murphy, Away From Bedlam.
The teacher's role is to accept and interpret the aggressive behavior.	Identify the teacher's role in meeting aggressive behavior.	
	Create a list of referral agencies in the community that could provide additional guidance services.	
	Observation: Observe a child who shows aggressive behavior. Determine a probable cause(s). Discuss techniques that can be used to change the behavior. Identify why each would be successful, and when each can be used. Share findings with the class.	

V. SETTING LIMITS

Main Objectives: *Demonstrates knowledge of the factors which influence the behavior of young children.*
Demonstrates ability to identify guidelines for helping children achieve self–discipline and the ability to use the techniques for guiding children.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Create a reading list of books available in your area. Have the class members select readings on setting limits to give them a basis for discussion.	Read, The Nursery School, p. 223–227. Jones, Guiding Your Child From 2–5, Chapters 5, 6.
	Read, study, and define what authorities mean by discipline, guidance, punishment, behavior, self–discipline, and attitude.	Read, The Nursery School, p. 227–228.
	Compare discipline and punishment.	Galambos, A Guide To Discipline, p. 14–31.
	View the slides/tape presentation, Because I Said So! Use the discussion guide provided with the slide/tape to review the presentation.	ACEI, Nursery School Portfolio, Number 16.
	Define the principles of discipline.	Langford, Guidance of Young Children, Chapter 3.
Good habits are reinforced through praise and good examples by the adults.	Discuss the relationship of praise and approval to discipline.	U. S. Department of HEW, Your Child From 1–6, p. 1–6, 39–43.
	Make a list of words and phrases that a teacher can use in positive verbal guidance.	Leeper, Good Schools For Young Children, p. 76–78.
	Discuss the following statements: "We are not condemning the child, but the child's behavior." "Behavior is caused; to change the behavior it is necessary to find the cause." "A stimulating class environment helps prevent behavior problems."	Read, The Nursery School, p. 227–228. FDCTP, Because I Said So!

CONTENT	LEARNING EXPERIENCES	RESOURCES
The child needs to know that there are limits to what he/she can do, and that the teachers will help the child maintain the limits.	Define the types of discipline, including authoritarian, permissive, and democratic according to: a) objectives hoped to achieve, b) who is the authority figure, c) what the child learns, and d) what type of an adult the child will become.	National Federation, Day Care Aides, p. 81–90. Appendix 49. Appendix 50.
	Describe the types of discipline that encourage self–control.	
Limits are essential if a young child is to feel secure.	Discuss the necessity of setting limits in a pre–school. List some guidelines to follow when setting limits using the handout "Guidelines To Follow When Setting Limits," (appendix).	
	Identify the methods of discipline used by the centers represented in the class.	
	Have the group reflect on past experiences with setting limits when: a) the problem came because the adult didn't define a limit clearly, or b) an adult defined and maintained a limit, or c) the children tested the limits, or d) an adult defined a limit but didn't maintain it. Evaluate the effect these had on the child(ren) involved.	
	List acceptable kinds of punishment, include deprivations, isolation, ignoring, and disapproval. Discuss when each can be used, the type of child it would be most effective with, and the effect on the child's self–concept.	
	Discuss specific problems class members are having with the children in their centers, discuss the methods they used and the other options which might be successful in handling similar situations.	

CONTENT	LEARNING EXPERIENCES	RESOURCES
Redirecting behavior is a challenge to all preschool teachers.	Use the handout "Teacher Guidelines For Directing Behavior Of Young Children," (appendix), to evaluate each class member's ability to handle group situations. In small groups or as a research topic, examine each of the behavior problems from the view of: a) the authorities, b) the relationship of age to the behavior, c) factors that contribute to the problems, d) relationship of the problem to the basic emotional personality needs of the child, e) how to help the child who has the problem, and f) how to turn each situation into a learning experience. — selfishness — biting — swearing — shyness — jealousy — thumbsucking — nail biting — tantrums — stubborness Observation: Have class members observe the methods used for having a child carry through on requests when the teacher gives choices and when the child refused the choice or accepts the choice, and the outcome of each situation. Share observations and conclusions with the class.	

VI. GROUP RELATIONSHIPS

Main Objectives: *Demonstrates knowledge of the role of peer groups in a child's emotional development.*
Demonstrates ability to identify action adults can take to evaluate a child's group experiences and to plan methods of helping the child.

CONTENT	LEARNING EXPERIENCES	RESOURCES
A child going from home to school may experience new activities; being a part of a group is one experience.	Describe the importance of group experiences and how to judge a child's readiness for group experiences.	Leeper, Good Schools For Young Children, p. 71.
	Share experiences when the teacher: a) accepts the child in the group, b) helps the child feel secure in the group, c) teaches techniques for getting along with others, and d) does not interfere. Share results and successes.	Read, The Nursery School, p. 248–275.
	Identify the concepts the child learns in group activities; include, taking turns, getting along with others, having fun, sharing, etc.	
	Discuss the optimum number of children in groups for each age and activity.	
	Compare and contrast groups found in the centers that have been together for several years and those groups who have just formed.	
	Observations: Observe children who are having difficulty belonging to or getting into groups. Note the leadership qualities of certain children, shyness of others, aggressiveness of some, and the general outcome of the groupness among the children. Have the class members evaluate the adult interaction according to whether or not the child's development was helped, how and why.	

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Observe situations in which a child used a successful technique in: a) approaching another child, b) getting into a group, c) getting cooperation from another child or group, and d) handling the pressure that the group placed on her/him. Analyze why each child was successful.	

PRINCIPLES OF CHILD DEVELOPMENT (Birth–2 Years)

- **I. Growth and Development**
- **II. Areas of Development**
  - A. Physical
    - 1. Motor
    - 2. Routines
      - a. Feeding
      - b. Sleeping
      - c. Toileting
      - d. Illness
  - B. Emotional
  - C. Social
  - D. Intellectual
    - 1. Language
    - 2. Perception
  - E. Personality
- **III. Infant Day Care**
  - A. Licensing
  - B. Goals
  - C. Equipment and Room Arrangement
  - D. Personnel

AT THE CONCLUSION OF THIS CLASS THE CHILD CARE WORKER SHOULD DEMONSTRATE THE FOLLOWING COMPETANCE: The Child Care Worker will be able to plan for the physical, emotional, social, and intellectual development of the infant.

I. GROWTH AND DEVELOPMENT

Main Objectives: *Demonstrates knowledge of the characteristics of the growth and development of infants and toddlers.*
Demonstrates ability to foster development of infants and toddlers.

CONTENT	LEARNING EXPERIENCES	RESOURCES
The first years of life set the foundation for the development of physical coordination, self–concept, language, initiative, trust, social contact, intellectual processes, and the motivation to learn.	As an introduction, view the film Development of the Child – Infancy Describe the patterns of a child's development of motor, cognitive, social, and emotional.	Huntington, Serving Infants, p. 36–38.
		Vogel, A Guidebook for Child Care, p. 2–8.
	Prepare a chart or use a published chart such as "Child Development Chart" showing the stages of development of an infant, for birth–4 months, 4–8 months, 8–12 months, 12–18 months, and 18–24 months.	Swenson, Alternatives in Quality Child Care, p. 71–72.
	Identify the role of the teacher in fostering the development in each area.	Minnesota Department of Health, "Child Development Chart".
		University of Minnesota, Development of the Child – Infancy.
Small children learn more readily if they are encouraged in their activities.	Have class members give specific examples of how they have fostered the development of infants and toddlers.	
	Identify the role of heredity and environment in the development of the infant. Relate the role to the topics discussed.	

II. AREAS OF DEVELOPMENT
A. Physical
1. Motor

Main Objectives: *Demonstrates knowledge of the sequence of motor development in the infant.*
Demonstrates ability to design and evaluate equipment and activities that aid motor development.

CONTENT	LEARNING EXPERIENCES	RESOURCES
The primary motor tasks of infancy are learning to roll over, sit, crawl, pull self up, stand, walk, and climb.	Identify the sequence of motor development in an infant.	Smart, Children, Development and Relationships, p. 104–105, 107.
	Illustrate the development of eye–hand coordination by giving examples of the stages. Outline the teacher's role in developing eye–hand coordination.	Evans, Day Care For Infants, p. 112–115.
	Have class members create, use, and evaluate activities that develop large muscles and activities that develop small muscles. Share ideas and successes.	Huntington, Serving Infants, p. 54–56, 61–62.
	Describe the setting most conducive to development. Have class members design pieces of equipment that can be built inexpensively that would help develop the child's crawling, standing, walking, and/or climbing.	U. S. Department of HEW, Your Child From 1–6, p. 5–6. DPW, Rule Number 3, p. 10–11.

II. AREAS OF DEVELOPMENT
A. Physical
2. Routines
a. Feeding

Main Objectives: *Demonstrates knowledge of the basic food needs of an infant.*
Demonstrates ability to analyze daily menus for nutritional adequacy for each age group of infants and toddlers.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Adequate nutrition the first years of life influences a child's development; it is essential for adequate brain development.	Illustrate with pictures the importance of adequate nutrition in the first years of life.	Travis, How To Do Day Care, Some Shared Experiences, p. 80–81. DPW, Rule Number 3, p. 15–16.
The infant should be fed on a flexible schedule set with the co-operation of the parents and the center.	Discuss feeding an infant; include amount and types of food given according to age, the need for mothering at feeding time, and techniques for introducing new foods. Use the handout "Infants" (appendix) for a basis for discussion.	U. S. Department of HEW, Your Child From 1–6, p. 10–13. Huntington, Serving Infants, p. 42–43.
	Show examples and describe the different types of bottles. Discuss warm vs. cold milk and formulas.	Vogel, A Guidebook for Child Care, p. 58.
	Describe acceptable ways of holding an infant while feeding, advantages, and disadvantages of each way.	Evans, Day Care For Infants, p. 84–86, 130–134, 174–178.
	Identify finger foods appropriate for toddlers. Interpret the importance of including these in the meal plan.	Smart, Children, Development, and Relationships, p. 103.
	Give pointers on the use of cups and spoons when children learn to feed themselves.	Appendix 51.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Develop nutrition questionnaires that can be sent home with each child to determine food preferences and eating habits. Discuss the fact that children learn through imitation; therefore, it is good to have an adult at each table with toddlers. Pass out sample daily menus for each age group; birth–2 months, 3–6 months, 6–12 months, 12–18 months, and 18–24 months. Have class members analyze the menus for nutritional adequacy and suggest improvements.	

II. AREAS OF DEVELOPMENT
A. Physical
2. Routines
b. Sleeping

Main Objective: *Demonstrates an understanding of the need for rest and sleep during the infant's day.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Sleep and rest times give the child a chance for quiet inactivity.	Outline the center's provisions for rest and sleep, describe the environment needed for rest. Have class members share their ideas about the rest environment.	DPW, Rule Number 3, p. 8. Evans, Day Care For Infants, p. 87–89.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Identify the conditions for a restful sleep; include position of cribs or cots, amount of light, timing of naps, adults attitudes, etc.	Huntington, Serving Infants, p. 33.
	Discuss the importance of turning infants to different positions during rest times.	U. S. Department of HEW, Your Child From 1–6, p. 8–10.

II. AREAS OF DEVELOPMENT
A. Physical
2. Routines
c. Toileting

Main Objective: *Demonstrates knowledge of equipment and supplies needed for the toileting routine.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Changing the infant's diaper can be a time of friendly communication.	Identify the routine of diapering, and the provisions for sanitation.	Evans, Day Care For Infants, p. 89. Smart, Children, Development, and Relationships, p. 169–171.
Toilet training at the center must be coordinated with training at home.	Describe the procedure for toilet training in the child care centers; include age at which to begin, methods of coordinating home and preschool, importance of child–sized equipment, etc. Use the handout "Infants" (appendix) as a basis for discussion.	Huntington, Serving Infants, p. 43–44.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	As a group, determine what equipment and supplies are required for caring for the infant's toileting needs.	U. S. Department of HEW, Your Child From 1–6, p. 13–16.
	Compare the use of disposable diapers and cloth diapers. Identify who would provide them.	Appendix 51.

II. AREAS OF DEVELOPMENT

A. Physical

2. Routines

d. Illness

Main Objectives: *Demonstrates an appreciation for the need for sanitation in infant centers.*
Demonstrates ability to identify common childhood diseases.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Infant care centers have responsibility for caring for the sick child until the parents come, and for protecting the other children from the disease.	Identify the sanitary precautions used in a child care center to guard against illness; include procedures for diapering, feeding, cleaning toys, cribs, etc. Have class members relate how they use sanitary procedures in their centers.	DPW, Rule Number 3, p. 12–14. Johnson and Johnson, A Safer World For Babies and Toddlers, and When Baby Is Ill.
	Describe the requirements for giving medications in the centers. Use the state law on dispensing medications as a basis for discussion.	Evans, Day Care For Infants, p. 126–130, 183.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Make a sample letter that can be given to parents at the time of enrollment, outlining the policies of emergency care, illness, and the exclusion of sick children.	
	Discuss the need for children to be immunized against disease, age at which to be done, and the method of recording immunizations at the center.	
Some symptoms of illness in infants are fever, rash, diarrhea, vomiting, and running nose.	List common childhood diseases.	
	Describe symptoms of infant diseases and the procedure to follow in preventing the spread.	
	Develop a sample memo that could be sent to parents informing them that the children have been exposed to a communicable disease, and outlining the symptoms.	
	Demonstrate the use of an oral thermometer and a rectal thermometer.	
	Identify what should be contained in a first aid kit. Have a kit to show the class.	
	Describe the use of a consultant, such as a public health nurse, in the infant center.	

II. AREAS OF DEVELOPMENT
B. Emotional

Main Objective: *Demonstrates knowledge of the development of emotions in an infant.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
One of the developmental tasks of infancy is learning to become aware of feelings and learning how to master them.	Describe the development of emotional responses in infants, birth–2 years.	Smart, Children, Development, and Relationships, p. 151–166, 168–169.
	Define security. Describe the frustrations of infants, and identify methods for helping infants manage their anger.	Huntington, Serving Infants, p. 56–57.
		Appendix 51.
	List the common fears of infants; include falling, loud noises, etc.	
Fear can be reduced by introducing the infant to new situations gradually and by giving assurances as they are introduced.	Describe the ways an infant shows fear and what can be done to prevent fear.	
	Identify the importance of speaking to the child while providing care even if the child is too young to comprehend the words. Use the handout "Infants" (appendix) as a basis for discussion.	
Peek–a–boo helps teach children that objects are there even when they don't actually see them.	Discuss the importance of playing peek–a–boo with small children.	
	Discuss the need for discipline and control in infancy. Contrast the amount and types of discipline used with infants and that used with 2–5 year olds.	
	Invite a guest speaker to discuss emotional problems in infants such as, jealousy, head banging, masturbating, and others. The speaker could be a psychologist, psychiatrist, county health nurse, or social worker.	

II. AREAS OF DEVELOPMENT
C. Social

Main Objectives: *Demonstrates knowledge of the importance of social contacts for the infant's total development.*
Demonstrates ability to select toys for infants according to their developmental level.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Infants and toddlers need contact with other people to develop their natural sociable tendencies.	From experience, have class members relate the number and types of interactions teachers have with infants and toddlers. Contrast this to the interactions with 3–5 year olds. Describe the ages Birth–2 and the development of sex role expectations in infants. Identify evidences of sex stereotyping in the infant care center.	Murphy. From "I" to "We", p. 5–8. Smart, Children, Development, and Relationships, p. 137–150. Vogel, A Guidebook for Child Care, p. 59.
Toys for infants should help the infant improve motor skills, cognitive abilities, develop a good self–concept, and allow for positive social interaction.	Define – toys for infants. Describe the safe selection of toys. Using a catalog or displaying toys from a local store, have class members decide which toys would be suitable for infants, birth–6 months, 6–12 months, 12–18 months, 18–24 months. Identify the learning process that makes the toy suitable for the age category. Have class members design and make an inexpensive toy, such as a crib mobile.	

II. AREAS OF DEVELOPMENT

D. Intellectual

1. Language

Main Objectives: *Demonstrates knowledge of the sequence of language development in infants.*
Demonstrates ability to foster language development in the infant.

CONTENT	LEARNING EXPERIENCES	RESOURCES
The infant's first attempt to communicate is in the form of crying.	Outline the sequence of a child's development of language from birth to 2 years of age.	Help! A Handbook For Child Care Workers, p. 1–3.
	Use the handout "Intellectual Development of the Infant" (appendix) as a basis for discussion.	Smart, Children, Development, and Relationships, p. 122–129.
Research shows that infants talk more when "talked to."	Describe the role of the teacher in fostering this development by responding to the infants crying, babbling, cooings, and helping the toddler with new words.	Huntington, Serving Infants, p. 50–52, 57–59.
	Identify the ways an infant's cry varies and what it can mean at different times.	U. S. Department of HEW, Your Child From 1–6, p. 16–19.
	Discuss the importance of responding to the spoken and unspoken attempts at communication by infants.	Appendix 52.
The first two years of a child's life are important as a basis for language development.	List and demonstrate ways teachers can help the infants become more aware of the sounds around them.	

II. AREAS OF DEVELOPMENT
D. Intellectual
2. Perception

Main Objectives: *Demonstrates knowledge of how infants learn.*
Demonstrates ability to design an experience, toy, or activity that promotes learning in the infant.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Infants learn by using their sense of sight, touch, taste, smell, and hearing.	Outline the development of cognition in infants.	Huntington, Serving Infants, p. 50–54, 59–61.
	List the concepts an infant and toddler can learn; include numbers, size relationships, identifying items, matching, grouping, etc. Divide each concept into the appropriate developmental category.	Powell, "Toys That Teach."
	Identify activities that can be used in centers to help an infant learn. Use the pamphlets Babies Touch, Taste, and Learn; Babies Look and Learn; and Play Games with Baby for ideas.	Home Economics Extension Services, Play Games with Baby; Babies Look and Learn; and Babies Touch, Taste, and Learn.
Infants need experiences with objects of different sizes, shapes, color, temperatures, and textures. They should be given opportunities to look, touch, bite, taste, squeeze, climb onto, ride, pull, splash, etc.	Discuss the many types of experiences children have with objects and the learning developed from these experiences.	Smart, Children, Development, and Relationships, p. 113–115, 121, 129.
	List the tests that are used to measure an infant's intelligence. Show examples of the tests and describe what each evaluates; include Peabody Picture Vocabulary Test, John Hopkins Perceptual Test, and the Aaronson and Schaefer Preposition Test.	
	Describe and design an environment that fosters learning.	

II. AREAS OF DEVELOPMENT

E. Personality

Main Objective: *Demonstrates the ability to describe the development of personality in infants.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
The development of trust is the result of having good physical care and stimulation. The infant can be confident about being fed, changed, rocked, and stimulated.	Identify the importance of an infant developing a sense of trust. Discuss methods the child care worker can use to develop the sense of trust in infants. Describe the ways an infant shows awareness of people. Chart the ways according to ages; birth–2 months, 2–6 months, 6–9 months, 9–12 months, 12–18 months, 18–24 months. Categorize the stages of fear of people according to age. Indicate the role of the child care worker. (Refer to Personality in the Child Development Ages 2–5 curriculum for experiences about the development of trust.)	Evans, Day Care For Infants, p. 109–111.

III. INFANT DAY CARE
A. Licensing

Main Objective: *Demonstrates an understanding and appreciation of the licensing standards required for infant day care.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Identify the requirements for infant care in the following areas: number of children in a group, adult–child ratio, staff qualifications, building restrictions, and equipment requirements.	DPW, Rule Number 3.
	Evaluate the adequacy of the requirements and identify the areas that class members feel should be more stringent; discuss their reasons.	Evans, Day Care For Infants, Chapter 4.

III. INFANT DAY CARE
B. Goals

Main Objectives: *Demonstrates knowledge of the importance of including parents in the infant care center.*
Demonstrates ability to provide a method of parent education.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Infant care centers should meet the needs of the children it serves to insure the best physical, emotional, social, and intellectual development possible.	List the characteristics of an infant day care that would foster the child's development.	Huntington, Serving Infants, p. 9, 22–26. Dittman, The Infants We Care For, p. 10–29.

CONTENT	LEARNING EXPERIENCES	RESOURCES
The infant care program should meet the needs of the parents it serves.	Describe the importance of involving parents. Identify what parents expect of infant day care. Describe procedures for parent–teacher conferences.	DPW, Rule Number 3, p. 10. Appendix 53.
	Invite several parents who leave their infants at a center and parents who take their infants to a day care home; have them share their feelings, concerns, benefits, and problems with leaving their child at the centers. Have them identify what they expect from the people caring for their infants.	
	List methods of parent education; include articles, newsletters, hand–outs, and meetings. Have class members do one method, use and evaluate. Share results.	
	Use the chart "Your Child's Day" (appendix) or have the class members design a chart that can be used to inform parents of their child's day. Identify the additional information that would be needed for an infant chart compared to a chart used for the 2–5 year old.	

CONTENT	LEARNING EXPERIENCES	RESOURCES
Child care for two to five year olds is becoming more accepted, but infant care is still questioned.	Because infant day care is still controversial, a discussion of various situations can be helpful for clarifying class members values. Areas of discussion: – Is it necessary to provide a home environment at the infant care center? – Should all the infants be on the same schedule? Why or why not? – What has research shown about having one person in charge of an infant rather than several care givers? Why? Is it practical for one person to be assigned an infant? – What are some of the advantages and problems of providing a sick area for children to be in when they are ill? What are alter–native plans for the care of sick children? – When an infant spends up to 10 hours a day in an infant center, how do the parents know they are still responsible for the socialization of the infant? What can teachers do to make them feel responsible? – How can an infant care center help parents become more involved in the center? – Do parent–teacher conferences for infant centers differ from centers caring for older children? – How much interaction should there be between infants, toddlers, and older children?	

III. INFANT DAY CARE
C. Equipment and Room Arrangement

Main Objectives: *Demonstrates ability to identify materials that foster growth and development for children ages birth–2 years.*
Demonstrates ability to design a space that would be appropriate for an infant center.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Equipment selected for the infant center must be as safe as equipment for the preschool center.	Identify the criteria to be used in selecting equipment and toys for infants and toddlers. Compare and contrast the criteria for infant equipment with equipment for older children. According to the welfare standards, describe the amount of indoor space required for each child. Describe indoor activities that develop large muscle coordination; include areas to ride tricycles, climbing areas, etc. Describe indoor activities that develop small muscle coordination; include painting, drawing, puzzles, and other table activities. List the local stores where toys and equipment can be purchased year around. Identify the stores that give discounts. Identify the equipment found in an outdoor area for young children. Design an infant care center that includes suitable indoor and out-door activities. Identify the ages of children, number of children, length of day, daily plan, cost, etc. OR Plan ways of redesigning the present infant center; indicate ages of children, number of children, length of day, daily plan, cost, etc.	Evans, Infant Day Care, p. 11–118, 193–199, 82–83, 94–98, 148–149. DPW, Rule Number 3, p. 6–7. U. S. Department of HEW, Your Child From 1–6, p. 19–22.

III. INFANT DAY CARE

D. Personnel

Main Objective: *Demonstrates knowledge of the qualifications of child care workers that create a good environment for infants and evaluate self according to the qualifications.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Research has shown that infants develop better if they are cared for by a small number of adults.	Using the welfare standard, describe the ratio of adults–to–infants. Compare the standards with the optimum staff–child ratio.	DPW, Rule Number 3, p. 23 Evans, Day Care For Infants, Chapter 8.
Children learn from adult models; they need to be with adults who have self–esteem and confidence.	Identify the characteristics of a good teacher using such words as mature, stable, responsible, reliable, self–fulfilled, cooperative, warm, energetic, etc. Have class members prepare a checklist from the characteristics listed and evaluate themselves.	Huntington, Serving Infants, p. 28–29. Travis, How To Do Day Care, Some Shared Experiences, p. 79–80.
	Discuss hiring staff to care for infants. List the desired characteristics, personality, experience, etc. Compare an infant care giver with a person caring for older children.	Dittman, The Infants We Care For, p. 64–68.
	Review the use of volunteers in an infant center. Design a volunteer handbook outlining the important considerations for working with infants.	
	Discuss the use of registered nurses for the care of young infants.	

PRINCIPLES OF CHILD DEVELOPMENT (Ages 2–5)

I. **Growth and Development**
    A. Principles
    B. Rate and Sequence
    C. Measurement
II. **Areas of Development**
    A. Emotional
    B. Social
    C. Intellectual
        1. Language
        2. Perception
    D. Physical
        1. Motor
        2. Food
        3. Sleep
        4. Clothing
        5. Exercise
        6. Cleanliness
        7. Space
    E. Personality
III. **Factors Influencing Development**
IV. **Research**

AT THE CONCLUSION OF THIS CLASS THE CHILD CARE WORKER SHOULD DEMONSTRATE THE FOLLOWING COMPETANCE: The Child Care Worker will be able to provide experiences, activities, and an environment that enables the child to develop physically, socially, emotionally, and intellectually according to individual abilities as influenced by the child's environment, heredity, and developmental level.

I. GROWTH AND DEVELOPMENT

A. Principles

Main Objectives: *Demonstrates an understanding of the principles of growth and development of young children, two to five years of age.*
Demonstrates knowledge of the different theories of child development.
Demonstrates the ability to observe children for their developmental level.

CONTENT	LEARNING EXPERIENCES	RESOURCES
The discussion of theories on child development help make teachers more aware of how they work with children and of their relationship to others.	Identify and explain the different theories of how a child grows, matures, and develops; include Freud, Adler, Gesell, Piaget, Skinner, and Erickson. Have the class members identify the theorist they most agree with. Suggest additional readings. Define growth and development. Identify the ways a child develops and grows.	Dinkmeyer, Child Development, The Emerging Self, Chapter 2. Leeper, Good Schools for Young Children, Chapter 3. Breckenridge, Growth and Development of the Young Child, Chapter 1. J. C. Penney, Parenting: Fathers, Mothers and Others.
An understanding of the characteristics of children of different ages is necessary for understanding children's behavior.	Discuss the patterns of development using principles such as growth is continuous, growth follows a pattern, the rate of growth remains the same for an individual, growth consists of interrelated parts, etc. Use the filmstrip "What Is A Child" from the teaching unit Parenting: Fathers, Mothers and Others by J. C. Penney as a basis for discussion. Use the slide tape presentation, Ages and Stages as a basis for discussion.	Minnesota Department of Health, Child Development Chart. FDCTP, Ages and Stages.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Develop a reading list of books available in the area for class members to read and study about the stages of growth and development in the 2–5 year old. AND/OR Assign reports about specific areas of development in children, for example, pre–reading skills, motor development of the four year olds, preschool activities that foster social development, etc. Use books and current articles in periodicals. Use the reports as a basis for discussion.	Department of HEW, Your Child From 1 to 6, p. 3–58. Appendix 54.
Understanding that children generally have similar characteristics at certain ages makes it easier to understand the development of a child.	Develop a list of characteristics that a child would possess at a specific age level or hand out a published child development chart such as Child Development Chart from the Minnesota Department of Health to use for class discussion and observation. Observations: Before observing, read and discuss the handout "Guidelines for Observing Children" (appendix) and observe children of different ages to compare the children's characteristics with the characteristics outlined on the child development chart. Observe for a child who has just discovered a new skill or concept. Record the incident. Analyze the incident according to the child's motivations and need for reinforcement. Compare the child's development with the chart.	

I. GROWTH AND DEVELOPMENT

B. Rate and Sequence

Main Objectives: *Demonstrates an appreciation of the fact that although each child is different, children tend to follow a general sequence of growth.*

Demonstrates an understanding through observation that children grow and change in many ways at the same time.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Because individuals differ in their rate of development, sequence of development is considered more important than the age at which the characteristics occur.	Define developmental tasks. Use the handout "Development Tasks of Early Childhood" (appendix) and Huvighurst's theory to discuss the possible reasons for failure to master developmental tasks and the effect on the child. Discuss methods teachers can use to assist the child in learning each of the tasks.	Gardner, Development in Early Childhood, Chapter 3. Hurlock, Child Development, p. 29–31, 34. Appendix 55.
Regressions may also occur in the development of a child, but the trend should be forward, now backward.	Explain the pattern of motor development using the cephalocaudal law and the proximaldistal law. Relate these laws to what is known about a child's general development. Observations: Observe for a child who is on two different developmental levels at the same time. For example, the language level of a child may be that of a five year old, but the child may have the muscle coordination of a three year old. Analyze the effect on the child's social, emotional, intellectual, and physical development. Plan experiences that can help the child, if the help is necessary.	

I. GROWTH AND DEVELOPMENT
C. Measurement

Main Objective: *Demonstrates knowledge of the tests used to measure a child's developmental level.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
One of the reasons children are tested is to determine how effective the the preschool program has been in meeting the needs of the children.	Invite a guest speaker to discuss various developmental and sensory tests available to measure the growth of a child. Discuss the importance of knowing how each child compares with the developmental patterns of children at the same age. (See the unit "Teaching FOR the Child" for more ideas about testing children.)	

II. AREAS OF DEVELOPMENT
A. Emotional

(See the unit "Positive Guidance and Behavior Control")

II. AREAS OF DEVELOPMENT
B. Social

Main Objectives: *Demonstrates knowledge of the sequence of social development of a child two to five years of age.*
Demonstrates ability to observe the social development of children two to five years of age.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Socialization begins at birth; a child progresses from an egocentric child to an altruistic person.	List the basic social needs of an individual; include security, warmth, love, etc. Discuss the process of socialization. Identify the role of the teacher in the process; include the importance of love, appreciation, lack of interference, and careful supervision. Use the handout "Goals for a Good Preschool Program" (appendix) for goals related to the process of socialization. Describe the relationship between fine and gross motor skills and social skills. List games and activities that promote social growth in children. Have class members use one of the new games; report.	Murphy, From I to We. Langford, Guidance of the Young Child, Chapter 6. Hurlock, Child Development, Chapter 10. Appendix 9. Appendix 56.

CONTENT	LEARNING EXPERIENCES	RESOURCES
A sociogram can aid the teacher in discovering who each child plays with or would like to play with so that social activities can be planned for the individual child.	Describe the use of a sociogram using the handout "Sociogram" (appendix). Have the class members observe their children and prepare a sociogram. Identify the characteristics possessed by the most sought after children, the children who sought the most friendships, and the loners. Compare and contrast the information gathered. Plan methods of integrating all children into the social grouping. Observations: Observe in the centers for situations in which: a) a child acted as a leader, and a follower, b) a child respected the rights of others, c) a child shared with another child, d) a child maintained his/her rights, e) a teacher helped a child accept the behavior of other children, f) a teacher prevented undesireable behavior, g) a teacher allowed the child to settle a problem without interfering. Record the incidents. Analyze the effectiveness of each according to the outcome. (See the unit "Positive Guidance and Behavior Control" for group relationship experiences.)	

II. AREAS OF DEVELOPMENT
C. Intellectual
1. Language

Main Objectives: *Demonstrates an appreciation of the importance of language development as a prelude to latter learnings.*
Demonstrates ability to develop methods that can be used in the preschool to promote language growth in children.
Demonstrates knowledge of the environmental factors that affect the development of separate speech patterns.
Demonstrates knowledge of the speech patterns which could be cues to speech disorders.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Identify the sequence of language development and discuss the developmental tasks associated with speech development.	Murphy, Language for Communication.
	View the film Development of the Child – Language as a basis for discussion.	Leeper, Good Schools for Young Children, Chapter 11.
The development of language provides the child with the equipment necessary to develop the ability to think and find solutions to problems.	Compare the relationship of: a) the speaking abilities of the adults and the rate of language development in the child. b) the child's rate of speech development and feelings of self–concept. c) a child's development of language and readiness to read.	University of Minnesota, Development of the Child – Language. New York, Prekindergarten and Kindergarten Curriculum Guide, p. 153–160.
The child generally starts with ego–centric speech, and it becomes more socialized with age, but often it takes the form of derogatory statements.	Discuss the difference between egocentric speech and socialized speech, the ages at which each are evident, and with whom the speech takes place. Use observations to support your findings. Draw conclusions.	Gardner, Development in Early Childhood, Chapter 7. Langford, Guidance of the Young Child, Chapter 7.
	Define the objectives of language development in the preschool.	Breckenridge, Growth and Development of the Young Child, Chapter 10.
	List techniques that could be used in a child care center to encourage development of good speech habits.	Hurlock, Child Development, Chapter 8.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	List the situations in a child care center where children develop language skills; include story time, new objects and experiences, dramatic play, conversation time, etc. Discuss the teacher's responsibility in each.	Hess, Teachers of Young Children, p. 172–184. Machedo, Early Childhood Experiences in Language Arts, p. 1–42, 67–98. Fein, Day Care in Context, p. 73–97. ACEI, Nursery School Portfolio, Leaflet Number 12. Hildebrand, Introduction to Early Childhood Education, p. 167–181.
	Develop games that can be used to teach children to listen and repeat sounds or to extend a child's vocabulary. State the purpose of the game. Use it with children; evaluate.	
Language is important for the development of social skills and reading ability.	Identify the way that speech is used to define a child's perception of experiences.	
	Discuss how socio–economic and cultural background influence a child's speech habits.	
Lisping, slurring, and stuttering are common speech problems of small children.	Invite a guest speaker to outline speech problems of small children and to discuss which problems may be serious enough to be referred; include the local agencies to which their children may be referred. Have class members evaluate themselves as to their quality as a model of speech.	
	Observations: Observe a child for a period of time, indicate if the child talks to an adult, another child, or to self most of the time. Compare the information with what is known about the child's social and intellectual developement. Report findings and conclusions.	
	Observe a group of children for the amount of listening and communicating done. Write down what each says. Classify the children according to age and developmental level. Compare findings.	

II. AREAS OF DEVELOPMENT

C. Intellectual

2. Perception

Main Objectives: *Demonstrates knowledge of the process of intellectual development in the 2–5 year old.*
Demonstrates ability to plan, implement, and evaluate activities to develop specific concepts for children.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Children have to develop their memory, imagination, problem–solving abilities, language, and concept formation in the process of intellectual development.	Outline the aspects of the process of intellectual development, in children 2–5, using the handout "Intellectual Development of Children" (appendix). Have class members share observations.	Smart, Children, Development and Relationships, Chapter 9.
	Discuss the stages of a preschool child's intellectual development. Use Piaget's and Bruner's theories as a basis for discussion.	Gardner, Development in Early Childhood, Chapter 8.
	List materials and equipment available in the preschool centers that stimulate the intellectual development of a child. Include the cost of each item; decide which items should be purchased first if a center was just starting.	Breckenridge, Growth and Development of the Young Child, Chapter 10. Hess, Teachers of Young Children, p. 184–198.
	Prepare a reading list of current magazine articles about intellectual development, creativity, I–Q, etc., that class members can read and discuss with the group.	Hurlock, Child Development, Chapter 14. Widmer, The Critical Years, p. 23–34.
	Encourage class members to collect pictures from magazines that depict familiar objects, places, feelings, etc. Suggest use of these in the centers and explain how it would help a child's perception and concept formation to discuss the pictures with the teacher and/or another child.	Fein, Day Care in Context, p. 119–135. Moore, Contemporary Preschool Education, p. 37–65.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Discuss techniques for working with children that encourage creative thinking. Compare these with techniques which tend to discourage creative thinking.	ACEI, Nursery School Portfolio, Leaflet Numbers 3, 13.
	List the problem–solving activities that would be appropriate for children ages 2–5.	University of Minnesota, Development of the Child – Cognition. Appendix 57.
	Evaluate centers for the materials provided and planned activities that encourage children to investigate and change their environment. Suggest improvements.	Appendix 58.
	View the film Development of the Child – Cognition from the University of Minnesota. Discuss the ideas presented.	
Children categorize their experiences into concepts of classes, time, space, number, and organization.	Identify and discuss the 2–5 year old child's concept development. Use the handout "Sensory Experiences and Concept Formation" (appendix) as a basis for discussion.	
	Discuss methods of teaching specific concepts, such as weather; include experiments, stories, art, scrap books, and audio visual material.	
	Assign each class member to develop a lesson plan for a specific concept. List the teaching methods to be used, the age level for which the lesson plan is appropriate, and the length of the lesson. Have them teach the lesson and evaluate the children's grasp of the concept. Share lesson plans and evaluation techniques.	
Young children perceive that all objects are alive; this is called animism.	Define and discuss animism. Have class members share experiences from their observations of children's belief that inanimate objects are alive. Discuss the implication of animistic belief on the child's concept of life and death.	

II. AREAS OF DEVELOPMENT
D. Physical
1. Motor

Main Objectives: *Demonstrates understanding of the sequence of motor development of children ages 2–5.*
Demonstrates ability to plan, implement, and evaluate a lesson to develop a child's motor abilities.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Physical development is characterized by changes in both the external and internal body.	Define physical development. Identify the sequence of physical development.	Hurlock, Child Development, Chapter 7.
	Define gross and fine motor movements.	Smart, Children, Development and Relationships, Chapter 8.
	Identify and discuss the sequence of motor development of children ages 2–5. Make a chart that groups each sequence of development according to age.	Gardner, Development in Early Childhood, Chapters 5, 6.
	Invite a pediatrician, physical education teacher, or a health educator to discuss the motor skill development of each age group.	Martin, Teaching Young Children, p. 1–4.
Motor development is important to a child for social, intellectual, and self–concept development.	Compare the relationship of motor development to a child's overall development.	Langford, Guidance of the Young Child, Chapter 5.
	Explain the development of hand preference in the 2–5 year old child. Discuss the teacher's role in helping a child develop hand preferences. Discuss when the teacher should interfere.	Community Playthings, The Use of Large Muscle Play Equipment in the Classroom.
	Assign each class member an area of large or small muscle development. Have them plan a lesson that can be used with the children. Outline the activities, equipment used, purposes, and methods of use. Share the lesson and evaluation with the class.	Appendix 59.

CONTENT	LEARNING EXPERIENCES	RESOURCES
When a child masters motor skills it helps develop a "I can" self–concept.	Observations: Observe children in the centers and compare them with the growth patterns described in the chart developed.	
	Observe a group of children using scissors and/or crayons. Observe the differences in muscle coordination. Compare the observations with the growth chart.	
	Observe a group of children to determine if gross or fine motor movements are used more by any particular age or sex. Have the class members analyze their observations and plan experiences to help the children to use both gross and fine motor movements. Report results to the class.	
	Observe a child that is underdeveloped in physical development because social development is also underdeveloped. Plan ways to help the child. Share results.	
	Observe a child using the handout "Observing Physical and Motor Development of Young Children" (appendix).	

II. AREAS OF DEVELOPMENT
D. Physical
2. Food

Main Objectives: *Demonstrates knowledge of the food needs and habits of children ages 2–5.*
Demonstrates ability to compose menus using the information gained about children's food needs.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Adequate nutrition is basic to good health.	View the slide series, Feeding Your Young Child, from the University of Minnesota, as a basis for reviewing the Basic 4 and food requirements for the preschool child. OR Use the filmstrip Food As Children See It. Review the food needs of children ages 2–5. Include information about the Basic 4. Obtain a copy of National Dairy Council Chart "Guide to Good Eating" for illustrative purposes. Identify the reasons children develop food likes and dislikes. Include parental habits, expectations of adults, physical illness, and allergies. Explain the differences between food suitable for young children and food suitable for adults. Identify the importance of the adult's attitudes toward food and eating, and the child's desire to eat. Relate the information known about the physical development of a child and the types of tools and equipment that would be used successfully by children when eating.	Garner, Development in Early Childhood, p. 155–158. Langford, Guidance of the Young Child, Chapter 11. Vogel, A Guidebook for Child Care, p. 126–131. Widmer, The Critical Years, p. 17–20. University of Minnesota, Feeding Your Young Child. U. S. Department of HEW, Your Child From 1 to 6, p. 66–71. DPW, Rule Number 3, p. 15–16.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Children tend to eat best when they are familiar with the surroundings, when toys or other distractions are removed, and when the helpings are small enough.	As a group, make a list of techniques that encourage a small child to develop good eating habits. Duplicate the suggestions and have class members apply the techniques in their centers. Report results to the class.	Betty Crocker, Food As Children See It. U. S. Department of Agriculture, A Guide for Planning Food Service in Child Care Centers, p. 10–14.
	Discuss how to develop table manners in young children.	Appendix 60.
	List foods children can prepare, hand out recipes.	
	Have class members plan a week's menus (snacks and lunch). Use the handout "Sample Menu Planning Form" (appendix). Share plans with class and evaluate menus according to nutrition, eye appeal, texture, new food experiences, ease of preparations, cost, etc.	
	Observations: Observe children eating and compare the observations with the information discussed. Share additional knowledge gained and problems encountered.	

II. AREAS OF DEVELOPMENT
D. Physical
3. Sleep

Main Objective: *Understand the importance of rest in a preschool child's day.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Rest from the activities of the preschool allows the child a time to be alone.	Read from different authorities about the amount of sleep needed by children ages 2–5, ways to promote restful sleep, problems encountered in helping a child rest, amount of covers, etc. Relate the information gained from the reading to the emotional needs of children during rest time. Identify equipment that is needed for rest time in the pre–school; include inexpensive, moderate, and expensive supplies.	Gardner, Development in Early Childhood, p. 159–160. Langford, Guidance of the Young Child, Chapter 10.

II. AREAS OF DEVELOPMENT
D. Physical
4. Clothing

Main Objective: *Demonstrates knowledge of the clothing needs of children attending a preschool.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Children's clothing should be chosen with the child's developmental level in mind.	Read and study resources to determine the clothing needs of children ages 2–5. Characteristics of acceptable children's clothing, relationship of emotional and social development in clothing, etc. Discuss the information gathered from reading.	Langford, Guidance of the Young Child, Chapter 9. Baierl, Clothes and Children.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Identify the clothing requirements for children attending a preschool. Suggest preferred clothing.	
	Identify the emergency clothing which is kept at the center to be used in case of accidents.	
	Design a handout for teachers to give to parents that contains information about selecting clothing for children's safety.	
	Identify self–help methods of storing children's outdoor wear at the centers.	
Self–help clothing has front openings, large zippers, and are made of knit fabrics.	Design a self–help outfit or toy for each age level (2–5) that would include a new learning experience appropriate for each age level, and is made of knit fabric.	

II. AREAS OF DEVELOPMENT
D. Physical
5. Exercise

Main Objectives: *Demonstrates an appreciation for the need for exercise in the preschool child.*
Demonstrates ability to evaluate the preschool program for meeting the goals of exercise.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Children are almost continuous in their physical activity, so the preschool should provide opportunities for exercise.	Identify the basic motor patterns of running, jumping, throwing, kicking, etc.	Gardner, Development in Early Childhood, p. 158–159.
	Discuss the necessity for exercise, the healthful qualities of exercise, and the methods of integrating exercise into the preschool setting; include games, singing games, indoor activities, etc.	Todd, The Years Before School, Chapter 7.
	List types of exercise that can be used throughout adulthood; discuss the benefits of promoting such forms of exercise.	
	Develop a list of objectives for the physical activities done throughout the preschool day. Have class members evaluate their centers as to their meeting the goals and list the plans to improve.	
	Develop a list of preschool physical activities and a list of activity records for young children.	

II. AREAS OF DEVELOPMENT
D. Physical
6. Cleanliness

Main Objective: *Demonstrates knowledge of the need for cleanliness in the preschool.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Children are given opportunities to practice hygiene during the preschool day.	Identify the areas of the preschool program where cleanliness is important; include eating times, rest areas, handwashing, toileting, and toothbrushing.	Langford, Guidance of the Young Child, Chapter 8.
	Discuss the amount of cleanliness that can be expected of each age group (2–5).	
	Discuss the role of the teacher in promoting cleanliness without hindering development.	

II. AREAS OF DEVELOPMENT
D. Physical
7. Space

Main Objective: *Demonstrates ability to plan an environment that fosters the healthy and safe development of a child.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
The arrangement of the child care center either promotes or hinders learning.	Identify the factors that make a room physically comfortable; include room temperature, light, and fresh air. Discuss the methods of controlling the physical conditions.	Murphy, A Setting For Growth.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Discuss the relationship of the room arrangement to the physical, social, and intellectual development of the children.	
	List safety factors to be considered when selecting clothing for the housekeeping corner, and identify methods of making the clothing safe. Encourage class members to examine the clothing in the housekeeping corners of their centers and to make it more safe.	
	Have class members evaluate their centers. Develop plans for making the room(s) more physically comfortable, inexpensively.	
	Divide the class into groups and have each group study and produce a set of guidelines for how the centers provide for the healthy and safe development of a child in: a) safety in play activities, b) safety in the center's child space, c) arrangements for rest, and d) arrangements for routine activities.	

II. AREAS OF DEVELOPMENT

E. Personality

Main Objectives: *Demonstrates an appreciation of the importance of the early years as a basis for a stable personality.*
Demonstrates the ability to observe and evaluate children in various stages of personality development.

CONTENT	LEARNING EXPERIENCES	RESOURCES
The preschool child builds on a sense of trust, a sense of automony; and upon the sense of automony, the child builds a sense of initiative.	Define personality. Discuss the child's personality growth, ages 2–5, using Erickson's descriptions of "The Eight Stages of Man."	Smart, Children, Development and Relationships, Chapter 5. Gardner, Development in Early Childhood, Chapter 9. Langford, Guidance of the Young Child, Chapter 4. Hurlock, Child Development, Chapter 18.
A sense of trust is the result of having had the basic needs met on a regular basis.	Define trust, nuturance. Based on class members observations and/or readings, describe the characteristics of the child who has developed a sense of trust. Identify the role of the teacher in developing a sense of trust in the child. Relate the relationship of the development of trust to the personality development of the child. Discuss ways to convey a feeling of trust to children; include facial expressions, motion, voice, etc.	
A sense of automony is achieved when a child has the opportunity to make decisions and have control within reasonable limits.	Define autonomy. Based on class members observations and/or readings, describe a child who is going through the stage of autonomy.	

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Invite a guest speaker to discuss the importance of allowing a child to develop a sense of autonomy, the optimum environment, and the role of the teacher.	
Initiative is the discovering of the kind of person the self is and the start of a conscience.	Define initiative. Discuss the trend in this stage to go from dependency to independence and the seemingly negative results. Analyze the teacher's role in turning the negative effects into positive results through appropriate guidance. Have class members evaluate their centers for activities which help the child develop new skills, imagination, cooperation, and social competancies. Discuss the development of sex-role identification in the 2–5 year old. Discuss the activities in the preschool that help the child develop feminine or masculine behavior; include the problems associated with sex stereotyping.	
Personality involves the child's cognitive development, emotional life, motor development, and social interaction, but goes beyond all of these and is the way a child looks at self and at her/his world.	Observation: Observe for examples of children striving for any one of Erickson's first three stages. Report incidents to class. Discuss how the teacher helped the child.	

III. FACTORS INFLUENCING DEVELOPMENT

Main Objectives: *Demonstrates knowledge of the heredity and environmental influences that affect a child's development.*
Demonstrates ability to accept children from other cultures in the preschool.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Each individual is born with a personal rate of growth, but environmental factors can change some inherited characteristics.	Identify and discuss inherited factors that influence growth; include the role of heritage, race, sex, intellectual potential, susceptability to disease.	Murphy, The Individual Child, p. 11–16. Gardner, Development in Early Childhood, Chapter 10. Breitbart, The Day Care Book, p. 67–70.
	Invite a social worker, home start worker, or a county welfare official to discuss the environmental factors affecting the growth and development of children; include nutrition, parental attitudes, economic and social level, ethenic group, and family circumstances.	
	Develop a bulletin board showing pictures of children of different sizes, coloring, dress, activities, etc. and have class members identify each individual's characteristics according to environment or heredity.	
	Relate the significance of each of the environmental and inherited characteristics and their relationship to the child's emotional, physical, social, and intellectual development.	
Children from other cultures develop at the same rate and the same way, but there are differences in the way they are taught and the importance of some development.	Discuss theories and practices of child development in other cultures. Class members who have children from other cultures in their center may wish to report on the different customs to which the child has been exposed, the problems, and the benefits of having a child from another culture in the preschool center.	

IV. RESEARCH

Main Objective: *Study recent research findings on child development and incorporate the information in curriculum planning.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Have class members study a specific area of child development by researching in current periodicals and books. Report information to the class. Plan a unit or lesson incorporating the new information. Implement the lesson or unit and evaluate the results. Some suggested topics are reinforcement techniques, learning style, effect of cultural deprivation, I. Q. interpretation, role of educational television, etc.	

SCIENCE

- **I. Objectives**
- **II. Teacher's Role**
- **III. Concepts**
  - A. Physical Science
  - B. Biological Science
    - 1. Humans
    - 2. Animals
    - 3. Plants
- **IV. Methods**
  - A. Field Trips
  - B. Science Experiments
  - C. Resource People
  - D. Science Center
  - E. Incidental
  - F. Small Groups

AT THE CONCLUSION OF THIS CLASS THE CHILD CARE WORKER SHOULD DEMONSTRATE THE FOLLOWING COMPETANCE: The Child Care Worker will be able to provide science experiences for preschool children that encourage the child to think and solve problems, that enable a child to experience success, and that encourage the child to form concepts of the world around him/her.

I. OBJECTIVES

Main Objectives: *Demonstrates knowledge of the objectives of science in the preschool curriculum.*
Demonstrates the ability to apply the objectives in the child care center.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Science activities promote the development of children by creating a positive self–image, and by developing problem–solving abilities, vocabulary building, and concept clarification.	Define science.	Taylor, A Child Goes Forth, p. 75.
	From experiences list the ways science activities promote the development of children.	Leeper, Good Schools for Young Children, p. 301–304.
	As a group, develop a list of reasons to include science in the preschool curriculum. Compare the list with the handout "Objectives of Science Activities in the Preschool" (appendix).	Moore, Contemporary Preschool Education, p. 95–99. Mayesky, Creative Activities for Young Children, p. 123.
	Have class members give evidence of applying the objectives in their centers by doing the exercise "Meeting Science Objectives in the Preschool Classroom" (appendix).	Appendix 61.
	Tape record a relevant science activity session in a preschool. Use the recording as a basis for discussion.	Appendix 62.
A child's natural curiosity encourages the child to investigate a happening by experimenting with all five senses, to classify the happening into some category and to talk about the happening or show the result.	From observations and experiences with children, list the characteristics that indicate the child's natural curiosity toward happenings and what the child does to satisfy this curiosity.	
The process of investigation contributes to the child's self–concept by allowing participation in activities that enable successful results.	Discuss the reasons why, as in art, the process of scientific investigation is more important than the product of scientific knowledge.	

CONTENT	LEARNING EXPERIENCES	RESOURCES
Science can become a part of free play, story time, music, or during any other creative activity.	Discuss when to include science activities in the preschool day.	

II. TEACHER'S ROLE

Main Objective: *Demonstrates the ability to implement science activities that encourage the child to experiment.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
The teacher provides opportunities for children to experiment with science without fear of failure.	List the responsibilities of the preschool teacher in directing and guiding science activities.	Taylor, A Child Goes Forth, p. 75–77. Leeper, Good Schools for Young Children, p. 303–304.
	Hand out and discuss, "The Teacher's Role in Science Activities" (appendix). Discuss why each item is important. Add additional responsibilities to the list from class discussion.	Todd, The Years Before School, p. 306.
	Have class members evaluate themselves according to the handout and provide specific examples of how they met the responsibilities.	Hildebrand, Introduction to Early Childhood Education, p. 138–139.
During art, teachers expose the children to different colors, textures, rhythms, and shapes; also, during music they teach sound, movement, tones, and rhythm.	Identify science concepts that can be taught during other curriculum experiences.	Appendix 63.
	List animals or physical science activities the class members fear. Discuss the implications of these fears in the areas of science; for example, what should the preschool teacher who fears snakes do when the children are studying reptiles and need a real-life example?	

III. CONCEPTS

A. Physical Science

Main Objective: *Demonstrates the ability to identify the physical science concepts that can be used in the preschool.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Physical science has to do with natural laws and processes; including chemistry, physics, electricity, magnetism, and light.	Define physical science.	Taylor, A Child Goes Forth, p. 77–81.
	List the experiences children can have with the physical sciences. Use the handout "Science Experiences" (appendix) for more ideas.	Moore, Contemporary Preschool Education, p. 110–117.
	Suggest experiments with electricity that would be suitable for preschoolers.	Todd, The Years Before School, p. 337–345, Appendix E.
	Discuss how water and sand play contribute to scientific concepts.	Hildebrand, Introduction to Early Childhood Education, p. 147–150, 157–163.
	Have class members identify the areas they want to include in their lesson plans using the handout "Concepts to Be Explored in Science" (appendix).	Appendix 64.
		Appendix 65.

III. CONCEPTS

B. Biological Science

Main Objective: *Demonstrates the ability to identify the biological science concepts that can be used in the preschool.*

1. Humans

CONTENT	LEARNING EXPERIENCES	RESOURCES
Studying about themselves, children can learn health, safety, parts of the body and sex differences.	List reasons for studying humans in the preschool science curriculum.	Taylor, A Child Goes Forth, p. 81–82.
	List the human processes that can be science experiences; include digestion, excretion, respiration, sleep, the skeleton, circulation, birth, and death.	Moore, Contemporary Preschool Education, p. 104–105.
	Discuss the appropriate age level and depth of study for each of the processes listed.	Todd, The Years Before School, p. 329–337.
	Giving examples, explain to the class how studying about themselves teaches preschool children health and safety.	Hildebrand, Introduction to Early Childhood Education, p. 139–147.

2. Animals

CONTENT	LEARNING EXPERIENCES	RESOURCES
Animals are popular with young children and teach the principles of growth and development, care and feeding, and birth and death.	List live animals suitable for living in child-care centers.	Taylor, A Child Goes Forth, p. 81.
	Discuss the principles animals can teach.	Moore, Contemporary Preschool Education, p. 99–103.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Invite a guest speaker to discuss the methods of caring for pets, enclosures for animals, types of food, the cost of keeping animals. The speaker could be a pet shop owner, a veterinarian, a member of the Humane Society, or an animal science instructor.	Vogel, A Guidebook for Child Care, p. 87–88. Todd, The Years Before School, p. 347–350.
	Identify the dangers of keeping birds and turtles.	Evans, Day Care, p. 191.
	Describe a cage that can be used for keeping insects the children find.	Austin, AEYC, Ideas for Teaching With Nature, p. 17–38.
	Give examples of how a teacher can help a child who is afraid of animals.	Hildebrand, Introduction to Early Childhood Education, p. 152–157.
3. Plants		

CONTENT	LEARNING EXPERIENCES	RESOURCES
Study of plants provides appreciation of the food produced by plants, beauty, and reproduction of plants.	Discuss reasons for including a study of plants in the preschool science curriculum	Taylor, A Child Goes Forth, p. 82–83. Moore, Contemporary Preschool Education, p. 108–110.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Invite a speaker to demonstrate care of plants, fertilizing, when and how to repot, types of plants that grow in high light areas and low light areas. The speaker could be a horticulturist, local greenhouse person, florist, biology teacher, or a member of the community who is successful raising plants.	Evans, Day Care, p. 194–195. Hildebrand, Introduction to Early Childhood Education, p. 150–152.
Plants that bloom, close and open with light, and grow fast help the child sustain interest in plants.	Identify ways teachers can make children more interested in the plants.	Friends of Perry Nursery School, The Scrapbook, p. 63–74. Appendix 65.
	Demonstrate the types of simple flower arrangements the children can make.	
	Have class members identify the areas they want to include in their lesson plans using the form "Concepts to be Explored in Science" (appendix).	

IV. METHODS

Main Objective *Demonstrates the ability to plan, implement, and evaluate science experiences for the preschool center using several methods.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Formal science activities are planned by the teacher usually to reinforce a concept the children are learning. Informal science activities are directed by the child with teacher furnishing the material that encourages investigation. Incidental science happens when a teacher allows a child to investigate and explore some unplanned activity.	Define formal, informal and incidental science experiences. Discuss the importance of planning and keeping records of science experiences whether formal, informal, or incidental. Have class members develop a form that can be used for record keeping.	Leeper, Good Schools for Young Children, p. 304–314. Mayesky, Creative Activities for Young Children, p. 124–126, 129–130, 134.

A. Field Trips

CONTENT	LEARNING EXPERIENCES	RESOURCES
Field trips can provide unique experiences for preschool children that cannot be gained by staying in the center.	Discuss the form "How to do Field Trips" (appendix).	Carmichael, Science Experiences for Young Children, p. 2–3.
	Make a list of places in your area that would make interesting and informative field trip places. As a class, visit one place and evaluate it using the "Field Trip Evaluation Sheet" (appendix). OR	Appendix 66.
	Have each class member visit a place and compile the results to be duplicated for class members.	Appendix 67.

B. Science Experiments

CONTENT	LEARNING EXPERIENCES	RESOURCES
Experiments help the child try out ideas and come to conclusions.	Discuss when science experiments are appropriate.	Appendix 68.
	Discuss the handout "Scientific Experiments in the Preschool" (appendix).	Appendix 69.
	Have class members plan one experiment, do the experiment in their center, and turn in an evaluation of the experiment using "Science Experiment Evaluation Sheet" (appendix).	

C. Resource People

CONTENT	LEARNING EXPERIENCES	RESOURCES
Resource people provide the children with a break in routine and first–hand knowledge of an experience.	Hand out and discuss "Suggestions for Use of Resource People in the Preschool Center" (appendix).	Appendix 70.
	Use the form "Resource Person Sheet" (appendix) for evaluation and record keeping of a speaker for the class.	Appendix 71

D. Science Center

CONTENT	LEARNING EXPERIENCES	RESOURCES
Centers allow children to learn by doing through concrete and sensory experiences.	Discuss the use of a science center in the preschool center. List some of the opportunities provided in the center; include mixing materials, building, testing, solving problems. Have each class member bring in an object which they have used in their center. Share ideas	

E. Incidental

CONTENT	LEARNING EXPEPIENCES	RESOURCES
During the preschool day, there are many incidental opportunities for science from why we wear coats to the bug on the floor.	Describe and explain the many opportunities that happen during the day to discuss, explain, and reinforce comments the children make.	

F. Small Groups

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Relate the use of science pictures or objects as a pre–story, pre–rest, and pre–snack activity.	
	Encourage class members to start a file of pictures that can be used for discussing scientific concepts.	
	Plan a science unit using the form "Lesson or Unit Plan" (appendix). For suggestions on unit topics see "Simple Science Ideas," "Sensory Experiences and Concept Formation," and "Science Experiences" (appendix). Use at least two different methods in the unit plan. Do the unit at the center and evaluate.	Appendix 6. Appendix 72. Appendix 58. Appendix 64.

TEACHING FOR THE CHILD

I. **Building Positive Self–concept in Children**
  A. Objectives and Techniques
  B. Testing
  C. Sex stereotyping
II. **Routine Situations**
  A. General
  B. Toileting
  C. Rest
  D. Meal–time
  E. Arrival and Departure
III. **Teaching Methods**
  A. Learning Centers
  B. Talking with Children
  C. Field Trips
  D. Resource People
  E. Bulletin Boards
  F. Multimedia
IV. **Observing Children**
V. **Working with Agencies in the Community**

AT THE CONCLUSION OF THIS CLASS THE CHILD CARE WORKER SHOULD DEMONSTRATE THE FOLLOWING COMPETANCE: The Child Care Worker will be able to plan, implement, and evaluate activities and routines in the child care center that help the child develop a positive self–concept. The Child Care Worker will be able to observe and evaluate children's behavior.

I. BUILDING POSITIVE SELF–CONCEPT IN CHILDREN

A. Objectives and Techniques

Main Objectives: *Demonstrates knowledge of the importance of developing positive self–concept in preschool children.*
Demonstrates ability to plan, use and evaluate techniques that develop positive self–concept in children.

CONTENT	LEARNING EXPERIENCES	RESOURCES
The child needs a positive self–concept for learning to take place.	If necessary, define and differentiate between self–concept, self–assured, identity, self–esteem, self–image, and self–confidence. Discuss why the development of a feeling of self is important.	Smart, Children, p. 325–328. Tarnay, What Does the Nursery School Teacher Teach?
The goal of the child care center is to help each child see herself/himself as a competant, worthwhile individual, who can make choices, solve problems, and handle situations.	Describe the ways children differ; include stage of development, sex, intelligence, and culture. Discuss the implications of accepting the differences on the building of self–concept according to the goals of each center. Discuss the influence a teacher has on a child.	Hess, Teachers of Young Children, p. 200–207. Murphy, More Than a Teacher, p. 10.
	Use the red record from the teaching unit, Me, Myself and I, J. C. Penney, as an introduction to the importance of body awareness, name recognition, and acceptance of feelings in the development of self–concept. Have class members use the blue record with their children. Report results and discussions teachers had with the children.	Moore, Contemporary Preschool Education, p. 207–218. Todd, The Aide, p. 32–35.
Giving maximum attention to each child's individual needs will help each child achieve success.	List the techniques the teachers can use to create situations which promote a healthy self–concept in a child. Use the handout "Development of Self–concept in Children" (appendix) for more ideas.	Mayesky, Creative Activities for Young Children, p. 49–50, 53. J. C. Penney's, Me, Myself and I.
	View the film, What Does It Need to Grow, University of Minnesota, as a basis for discussing teacher interaction with children. OR Use the film, Jenny is a Good Thing, Modern Talking Pictures.	Ruopp, A Day Care Guide for Administrators, Teachers, and Parents, p. 61–65. University of Minnesota, What Does It Need to Grow.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Identify and display the materials and equipment available in the centers that allow for each child's developmental level and differences. Identify why each is important and effective. Have class members determine if they need to purchase additional supplies; have them indicate the items interested in, cost, and suggested uses.	Modern Talking Pictures, Jenny is a Good Thing. Appendix 73. Appendix 74.
If a teacher suppresses negative feelings, positive feelings are also suppressed. There are no right or wrong feelings.	Discuss the importance of allowing children to express their feelings, whether positive or negative, and the acceptable ways of expressing the feelings.	
The teacher can help children become more aware of their personal feelings by listening to them, by asking questions, and by calling attention to their non–verbal behavior, to enable the children to label their own feelings.	Use the teaching unit, Me, Myself, and I, J. C. Penney, for examples of open–ended stories that can be used with children to solve conflicts and open communication. Have class members develop some open–ended stories to be used with preschoolers. List the objectives you wish to achieve with the stories. Actually use the stories with preschoolers. Report the evaluation back to class. Share stories and questions used with the children.	
	Relate the implications of racial and social class awareness on the child's self–concept. List specific exercises (experiences) teachers can do to help the child accept his/her culture. Have class members try the exercises in the centers. Report results.	
	Have class members list the ways they allowed the children to make decisions, plan their own activities, and the results. Provide written evidence of the situations and results.	
The teacher can help the parents become more aware of their child's successes.	Discuss the role of the teacher in making the parents aware of their child's abilities.	

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Divide the class into small groups to research and report these topics, or other areas of interest. Have them include significance of results on the preschool child, preschool teacher, and the climate of the classroom. – methods of helping children become more independent by rewarding and supporting independent behavior rather than dependent behavior. – arrangements of centers that foster self–help in children. – how to help children fail without loosing face. – how teachers can nudge children toward self–reliance. – how and when to allow the child to be independent and dependent at the same time. – how to develop healthy competition among children, but avoid unnecessary competativeness. – variety of self–correcting, teaching materials, use and importance. – development of self–concept in the 2, 3, 4, and 5 year old, differences and similarities. Have class members evaluate their performance in developing self–concept in children and on the positive interactions they have with children. For suggestions, use the checklist from Me, Myself and I, J, C. Penney's, "How Can You Help to Develop the Potential of Preschoolers?" and the handout "The Nursery School Teacher Looks at Herself" (appendix). Hand in the results and specify ways to improve, and the importance of each improvement suggested.	

I. BUILDING POSITIVE SELF–CONCEPT IN CHILDREN

B. Testing

Main Objectives: *Demonstrates knowledge of informal and formal testing of preschool children.*
Demonstrates ability to use informal testing techniques to benefit the children.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Children are tested to determine the effectiveness of the preschool program, to obtain research information, and to diagnose the performance level to enable the teacher to set goals for them.	Define and discuss the reasons for testing preschool children.	Martin, Teaching Young Children, p. 79–83. Hess, Teachers of Young Children, p. 303.
Formal testing is giving a commercially prepared test to each child.	Define formal and informal testing.	Landreth, Preschool Learning and Teaching, p. 154–160.
Informal testing uses a developmental skills chart as an indicator.	Describe several formal tests, identify who may administer each, and the type of scoring for each.	White, Experience and Environment, p. 250–462.
	Look at some formal tests. Compare them for differences and similarities.	Appendix 75.
	Evaluate the tests according to the following questions: Is it necessary? What kind of information is gathered? Is the test valid? Is it appropriate for the children to be tested?	

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Identify dangers in using test scores for the grouping of children. Develop a developmental skills chart that can be used in the child care centers or use the chart "Checklist for Evaluating a Child's Needs" (appendix). Have class members evaluate several children. Use the results to determine the effectiveness of the teaching, to evaluate the child's learning level, and to set goals for the children tested. Give a written report of the evaluation.	

I. BUILDING POSITIVE SELF–CONCEPT IN CHILDREN

C. Sex Stereotyping

Main Objective: *Demonstrates knowledge of the impact of sex stereotyping of children on the development of positive self–concept.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
When children are given definite sex roles, the choices available for boys and girls are restricted, thus preventing them from developing their full individuality.	Discuss the ways sex stereotyping by preschool teachers could prevent the development of a positive self–concept in children. List evidences teachers have found of sex stereotyping in their centers, may include books, interest areas, and indiscriminate use of television. Suggest methods for improvement. Display new games and activities for children that are non–sexist.	Shapiro, Non–sexist Child Development Project. Bell Records, Free to Be You and Me. Odeon Film Company, Sugar and Spice. Brietbart, The Day Care Book, p. 147–164.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Since preschool children are learning to identify themselves in relation to the world, it is desireable to present to them a world where they are free to choose from a wide variety of options.	Suggest field trips in your area that can show adults in unconventional, but fulfilling roles.	
	Listen to and discuss the record, Free to Be You and Me, Bell Records. Have class members use the record in their centers. Share results, questions, and areas that were opened and discussed with the children.	
	View the film Sugar and Spice, Odeon Film Company, as a basis for discussing the role of the curriculum, the staff, and the parents in eliminating sex–role stereotypes.	

II. ROUTINE SITUATIONS

A. General

Main Objectives: *Demonstrates the understanding of routine activities in the child care center.*
Demonstrates the ability to perform transition activities.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Routine activities in the child care center are eating, rest, toileting, clean-up, and arriving and leaving.	Define routines in the child care center.	Todd, The Aide, p. 27–32.
	List the routine activities in a center.	Read, The Nursery School, p. 137–138, 160–162.
Through routines the children are able to predict their day with confidence and, therefore, have some control over their lives.	Discuss the importance of routines for the development of self–concept in children.	Appendix 76.
	Explain the relationship of routines to the children, the staff, the parents, and the organization of the center. Compare each of these and determine priorities.	Appendix 53.
	Identify techniques the teacher can use to help each individual child adjust to routines, and yet preserve and develop self–concept. Have class members share the techniques they have used and discuss the success of each method.	
	Describe the routines (general rules) of putting things away, sharing, standing in line, etc.	
Transitions are easier when children are reminded ahead of time when they are to happen, so the children have time to prepare themselves.	Discuss transition exercises and the need for warning children of coming changes in routine.	
	Demonstrate several transition exercises, pictures, fingerplays, stories, and records. Have class members practice several of these. Have class members use them in their center; share experiences.	

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Read and discuss the handout "Hints for Happier Transitions" (appendix).	
	Have class members use several of the new ideas in their centers. Report results and suggestions to the class.	
	Discuss the importance of informing parents of their child's day. Design a sheet that can be sent home with the child or use the sheet "Your Child's Day" (appendix).	

II. ROUTINE SITUATIONS
B. Toileting

Main Objectives: *Demonstrates an understanding of the toileting routine.*
Demonstrates the ability to evaluate the center's toileting facilities and to make improvements.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Toileting experiences have strong feelings attached to them and can, therefore, be used as an area of growth.	Identify the learning experiences the toileting routine provides; include taking turns, self–awareness, courtesy, responsibility, independence, cleanliness, and sharing.	Cherry, Nursery School Management, p. 276–278. Read, The Nursery School, p. 138–150.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Review the impact toilet training has on many children and the concepts children develop. Use the handout "Teaching Toileting Skills to the Young Child" (appendix).	Todd, The Years Before School, p. 223–225.
	Discuss the need to coordinate toilet training and toilet experiences with the home (parents).	Landreth, Preschool Learning and Teaching, p. 132–137.
	Relate the importance of adults having positive attitudes toward toileting and the need for overcoming failures and fears from the past.	Evans, Day Care, p. 131–133. Appendix 77.
	Discuss the need for and how to encourage the child to flush the toilet and to wash hands after toileting.	
The goal of the preschool toileting experience is to help the child see undressing, toileting, dressing, and washing as one continuous act that can personally be accomplished.	Analyze the effect of shaming a child about an accident on the child's self–concept.	
	Make a list of guidelines for toileting to be used by the centers. Make copies to be posted in the toileting areas.	
	List toileting problems of children. Discuss solutions and techniques to use for these problems: – A child who is new at the center is afraid to go to the bathroom alone. – A child reacts very ashamed and withdrawn upon having an accident. – A child who dawdles in the bathroom. – A child who had no trouble using the toilet in the past, suddenly has a series of accidents. – A child who wants complete privacy and locks others out.	

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Have class members evaluate their center's toileting and washing facilities and routines according to class discussion and self–help equipment. Hand in a written evaluation and suggestions for improvement.	

II. ROUTINE SITUATIONS
C. Rest

Main Objective: *Demonstrates an understanding of the importance of rest periods in the child care center.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Children often resist rest time so the teacher should be confident in the belief of the need for rest.	Discuss why rest is important as a part of the preschool day.	Todd, The Aide, p. 36–37.
	Identify equipment needed for rest and the cost.	Leeper, Good Schools for Young Children, p. 322.
	Relate the differences in children's rest needs and suggest methods of accomodating the needs.	Read, The Nursery School, p. 159–162.
	Describe and practice some relaxing exercise that can be used with the children. Suggest other techniques such as books, records, fingerplays, etc.	DPW, Rule Number 3, p. 8. Evans, Day Care, p. 129–131.
	Identify the guidance techniques used by preschool teachers at rest time.	

II. ROUTINE SITUATIONS

D. Meal Time

Main Objective: *Demonstrates the ability to analyze the teacher's responsibility in the eating situations in the child care center.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
The goals of meal time are to develop in children a positive and accepting attitude toward eating, to help the child enjoy a variety of nutritious foods, and to help the child develop acceptable table customs associated with eating.	Identify the goals of snack and meal time in the child care center. Describe effective meal time and snack time routines in a child care center. Identify teacher's role and the space requirements for successful eating routines. Use the handout "Meal and Snack Time in the Child Care Center" (appendix). Describe teaching children table manners; identify which ones are appropriate and when and how they are to be taught. List and practice table talk ideas. Discuss introducing new foods, when, and how. List problems class members are having with meal time. Suggest solutions. Review the handout "Teaching Feeding Skills to Young Children" (appendix). Observe a snack – meal time in the center, record the behavior of the children at one table. Report to the class the differences in the individuals observed. Indicate when and how the teacher helped.	Read, The Nursery School, p. 150–158. Todd, The Years Before School, p. 225–227. Landreth, Preschool Learning and Teaching, p. 124–132. Hildebrand, Introduction to Early Childhood Education, p. 284–292. Evans, Day Care, p. 128–129. Appendix 78. Appendix 79.

II. ROUTINE SITUATIONS
E. Arrival and Departure

Main Objective: *Demonstrates knowledge of creating successful arrival and departure routines.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
The routine situations of arriving and departing are significant times in a child's day.	Discuss the importance of arrival and departure times in the child care center.	Leeper, Good Schools for Young Children, p. 395.
	Describe the use of a parents' bulletin board or other methods of providing information for the parents when they come and go. Have class members share their ideas.	
	Discuss how to make the arrival at the center a pleasant time for parents and children.	
	List problems at arrival time; suggest solutions. Examples: — a child crying for mother. — a mother disliking to leave her child. — parents help the child with coat instead of allowing the child to do it.	
	Identify techniques for making the leaving time pleasant. Decide what to do, when, and how to prevent: — parents too busy to look at what the child has accomplished. — child is too busy playing to leave. — parents are chronically late picking up their child.	

III. TEACHING METHODS
A. Learning Centers

Main Objective: *Demonstrates the ability to evaluate the learning centers in child care centers.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Centers in the classroom can be the doll area, block center, puzzle area, library corner, sound center, art area, and cognitive development center.	List the learning centers found in the child care center. Explain the developmental level of children for which each is designed. Discuss the role of the teacher in encouraging the children to use the centers. Use the handout "Learning Centers" (appendix) to guide the class members in evaluating the learning centers in their centers and to provide ideas for additional centers.	Leeper, Good Schools for Young Children, p. 155–157. Appendix 80.

III. TEACHING METHODS
B. Talking with Children

Main Objective: *Demonstrates the ability to plan, implement, and evaluate a conversation time with preschool children.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Formal conversation time is important for helping the child express personal ideas before a group, for helping the children learn to take turns, and for helping a shy child gain the attention of the group.	Identify the reasons for having conversation time in the child care center. Discuss and use the handout "Conversation Time" (appendix).	Leeper, Good Schools for Young Children, p. 151. Appendix 81.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Encourage class members to start a picture file that can be used for conversation time. Use the handout "Picture File" (appendix) for ideas.	Appendix 82.
Talking with children about experiences they mention in their conversations can help the child understand and discuss the incidents that affect their day.	Discuss the importance of visiting with the child the moment something happens whether a discipline problem, a chance comment, an object the child has brought to show, or an observation the child has made.	
	Have class members prepare a short lesson using the techniques discussed. Evaluate. OR Have class members observe for situations in their centers when teachers used the chance time children needed them to help a child grow (socially, emotionally, or intellectually.) Report observations.	

III. TEACHING METHODS
C. Field Trips

Main Objective: *Demonstrates the ability to plan, implement, and evaluate field trips for the child care center.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Field trips can provide the child with first–hand experiences that cannot be had in the child care center.	From experiences the class members have had with field trips, list the reasons for including field trips as a learning experience for a child care center.	Cherry, Nursery School Management Guide, p. 278–283.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Use the handout "Objectives of Field Trips in the Preschool" (appendix) for more ideas.	Taylor, A Child Goes Forth, p. 105–111.
	Discuss the form "How to Do Field Trips" (appendix).	Leeper, Good Schools for Young Children, p. 153–155.
	Discuss sending a letter or note to parents explaining the planned field trip. Hand out examples of suitable letters.	Landreth, Preschool Learning and Teaching, p. 140–147.
	List safety precautions to be taken during a field trip.	Gilbert, Prime Time, p. 182–192.
	Use the handout "Field Trip Safety Tips" (appendix).	Hildebrand, Introduction to Early Childhood Education, p. 260–272.
	Give suggestions for field trips in yoru area in each of the following categories: – in the center. – outside the center. – in the neighborhood. – "far away."	Appendix 83. Appendix 66. Appendix 84.
	Have class members take their children on a field trip. Evaluate the trip using the form "Field Trip Evaluation Sheet" (appendix). Hand in evaluation.	Appendix 67.

III. TEACHING METHODS
D. Resource People

Main Objective: *Demonstrates the ability to use and evaluate resource people in the child care center.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Resource people provide the children with a break in routine and first–hand knowledge of an experience.	Hand out and discuss "Suggestions for Use of Resource People in the Preschool Center" (appendix). Have class members plan and do a lesson that involves a guest speaker. Evaluate the speaker using the form "Resource Person Evaluation Sheet" (appendix).	Leeper, Good Schools for Young Children, p. 309. Hildebrand, Introduction to Early Childhood Education, p. 273–275. Appendix 70. Appendix 71.

III. TEACHING METHODS
E. Bulletin Boards

Main Objective: *Demonstrates the ability to create a bulletin board for use in the child care center.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Bulletin boards are used to introduce new ideas, to motivate thought, and to provoke the children's response.	Discuss the use of bulletin boards in the child care center, why they are used, who they are intended for, when they are used, and easy methods of keeping the bulletin boards updated.	Cherry, Nursery School Management Guide, p. 275–276.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Review and discuss the handout "How to Do Bulletin Boards" (appendix).	Austin AEYC, Ideas for Learning Environments, p. 31–39.
	Create and hand out a sheet with directions on how to make inexpensive bulletin boards and show examples in class.	Leeper, Good Schools for Young Children, p. 161.
	Describe pictures suitable for children's bulletin boards. Show acceptable and unacceptable examples.	Appendix 85.
	Have the class members create a bulletin board for use in their center and plan activities to supplement the ideas expressed by the bulletin board. Report results. Duplicate and share ideas with the class.	

III. TEACHING METHODS

F. Multimedia

Main Objective: *Demonstrates the ability to use different types of media in the child care center.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
Using several media in teaching provides variety, provides for interesting learning experiences, and allows children to get creatively involved.	Identify the reasons for using several different media in the child care center. Demonstrate and discuss the use of mounted pictures, slides, film-strips, films, overhead projectors, radio, tape recorders, video tape, phonograph records, and cameras by the teacher and by the children.	Mayesky, Creative Activities for Young Children, Unit 20.

CONTENT	LEARNING EXPERIENCES	RESOURCES
	Compare the cost of using each to the resulting educational benefit.	
	Have class members teach a lesson using one of the media discussed. Evaluate and report results.	

IV. OBSERVING CHILDREN

Main Objectives: *Demonstrates an understanding of the importance of observing and recording children's behavior.*
Demonstrates the ability to objectively observe and record children's behavior.

CONTENT	LEARNING EXPERIENCES	RESOURCES
Observing the children in the center makes the teacher more aware of the child's behavior, the adult's behavior, and the relationship of the two.	Discuss why we observe children; include behavior clues, indication of illness, particular periods of hardship, peer relationships, special interests, discipline problems, etc.	Schilson, Education for Young Children, p. 58–59. Quanty, Observing Children.
	Identify and show examples of the various forms of observation sheets used in the child care center: "Anecdotal Observation Form," "Case Study," "Running Record," and "Checklist" (appendix).	Leeper, Good Schools for Young Children, p. 412–415.
	Discuss the handout "Guidelines for Observing Children" (appendix).	Todd, The Years Before School, p. 32–35, 623–633.
	Identify when parents should be informed of the results and recommendations of observations. Discuss the parent's right to know the contents of their child's file.	Rowen, The Children We See, p. 37–58. Appendix 86.
	Discuss the importance of confidentiality of the observations.	Appendix 87.
	Have class members select one observation form and observe a child in the center over a period of time. Hand in the completed form and the conclusions drawn from the observations.	Appendix 88. Appendix 75. Appendix 54.

V. WORKING WITH AGENCIES IN THE COMMUNITY

Main Objective: *Demonstrates knowledge of community services available to help child care centers.*

CONTENT	LEARNING EXPERIENCES	RESOURCES
The teachers of small children may have to contact agencies in the community to help the children.	Identify agencies in your area that could help the preschool teacher; include area social service center, county welfare, public health nurse, public library, mental health clinic, police, probation services, service organizations, churches, AFDC service workers, and nutritional services. Explain when each should be used, and what the center's role and the parent's role would be. Invite a guest speaker to discuss the community resources available for helping children in the preschool center. Guest speakers may be the elementary school principal, the public welfare representative, the administrator of the local hospital, etc. Discuss the responsibility of the director in explaining to workers confidentiality, how to talk with parents, what to say to outsiders about the children, and the methods of recording referrals made.	Vogel, A Guidebook for Child Care, p. 152–153. Travis, How to Do Day Care, p. 42–49. Nixon, Introduction to Early Childhood Education, p. 249. Ruopp, A Day Care Guide for Administrators, Teachers, and Parents, p. 92–97. Evans, Day Care, p. 104–118. North, Health Services, p. 10–11. Cherry, Nursery School Management Guide, p. 247–253.

APPENDIX

CREATIVITY IN THE PRESCHOOL CLASSROOM

(a teaching technique)

Instructions for the Teacher:

Presented on the next page are a group of statements labeled "yes" or "no". The "yes" statements contain attributes of the concept Creativity in the Preschool Classroom; the "no" examples do not. This exercise will help the class members clarify what is involved in a creative classroom. Their task is to arrive at the concept, Creativity in the Preschool Classroom, by looking at the "yes" and "no" examples. They are not told what the concept is until they have arrived at it by comparing the "yes" and "no" examples.

Attributes of Creativity in the Preschool Classroom (as contained in the "yes" examples.)

- Allows the child to produce new and satisfying objects.
- Allows the child to relate unrelated facts and things to new experiences.
- Allows the child to think independently and find an original solution to the problem.
- Allows for the child's individuality.
- Allows the child flexibility.

Teacher Gives These Instructions to the Students

"I have an idea (concept) in mind and I also have some statements for you to look at and compare. Each statement is labeled 'yes' or 'no'. The 'yes' examples contain the idea I have in mind; the 'no' examples do not contain the idea. As we read the statements, think of the ideas the 'yes' statements represent. You are to discover the idea represented by the 'yes' examples. It is not necessarily one word. We will write your ideas on the blackboard (or piece of paper.)"

(Read Example)

"List all the ideas you have on the board."

(Class members will probably mention – girls, painting, experimenting, preschool, art, etc.)

(Read examples 2 and 3, listing ideas with each example.)

(Read example 4.)

"This is the first 'no' example. The idea is not contained in the 'no' example. If there are any ideas in example 4 that are present on our list, we must cross them off."

(Class members may cross off paint.)

(Continue through all the examples until they arrive at the idea. You may ask questions such as, "What ideas do you get from ________________ example?" "How does the next one change that?" "Compare example ________________ and example ________________.")

Discovery of the Idea (Concept)

When class members have discovered the idea, Creativity in the Preschool Classroom, have them analyze their thinking process. Review the important characteristics (attributes) when a teacher allows creativity in the preschool classroom.

(Continued)

STATEMENTS

1 – Yes

Kay printed on the paper with full strokes of the brush, using all the colors. Then she touched the tip of the brush to her tongue, and stood relishing its taste. Next she brushed it under her nose, getting its smell. Afterward she carefully painted the palm of her hand. She found out what paint felt like. She had enjoyed all the sensory experiences that paint offered.

2 – Yes

After showing children pictures of a fireman and a child, the preschool teacher asks: Who are the people in the picture? Where are they? What are they doing? What is the child saying? How does the child feel? What do you think will happen next?

3 – Yes

A large selection of basic materials for art and play are always available for the children on low open shelves and the children feel free to use them.

4 – No

Ann sat watching the other children fingerpaint. She tried to decide whether or not to do it herself. Several children finished and left the table. Ann put one finger into the mixture; it felt cool so she put her finger in again and sat quietly thinking. She was about to fingerpaint when the teacher came with a sponge and told her they were through for the day. The teacher helped Ann away from the table and finished cleaning it.

5 – No

Coloring books provide the teacher with a welcome rest while the children color within the lines.

6 – Yes

Large hollow blocks can be used to build a city or a grocery store, beauty parlor, bridge, tall tower, or anything the child desires.

7 – No

A teacher stages a Xmas play where Tommy wants to play a wiseman so he can be king and ride a camel. Tommy has reached his goal after one play session, but the teacher has just begun.

8 – Yes

Teachers see possibilities in materials around them such as cloth, straw, boxes, gift wrappings, and feathers for use in the children's projects.

9 – No

Mary is painting a picture. She uses only red paint. The teacher says, "What are you painting, Mary?"

10 – No

A child who has thrown the blocks behind the piano asks the teacher to get them. The teacher does.

(Continued)

STATEMENTS (Continued)

11 – Yes

In planning it is important that the program be flexible so there is a chance for dramatic play to continue once it has started.

12 – No

During music time, the teacher says, "This is the way we march to the music."

13 – Yes

Teachers respect the unusual ideas of children.

Appendix 2
Art

OBJECTIVES OF ART IN THE PRESCHOOL

1. To develop increased skill in small muscle coordination, large muscle coordination, and eye–hand coordination.
2. To provide an acceptable form of emotional release.
3. To provide an opportunity for social development by working with another child, a group of children, and/or the teacher.
4. To assist the child in learning to express creativity.
5. To foster teaching of concepts and relationships of art such as color, line, texture, and balance.
6. To enjoy art for the personal satisfaction of the process.
7. To give the child an opportunity to interpret his/her life through art.
8. To develop a child's feelings of self–worth, independence, and resourcefulness.
9. To develop a sense of aesthetic appreciation and artistic judgement in the child.
10. To allow exploration of new and different materials and media which provide a wide variety of experiences.

Appendix 3
Art

CHILD EVALUATION FORM

YES NO

2–DIMENSIONAL ART

1½ – 3 Year Old Indicators

1. Does the child scribble with anything and on anything?
2. Does the child seem pleased with the scribbling process?
3. Does the child scribble over the whole page?
4. Does the child seem involved with scribbling?
5. Does the child save the scribbles?

3 – 4 Year Old Indicators of Art Growth

1. Does the child draw basic geometric forms?
2. Does the child complete the work?
3. If painting, does the child use many colors?

4 – 5 Year Old Indicators of Art Growth

1. Does the child put the basic geometric forms together to make drawings?
2. Does the child practice the drawings?
3. Does the child take pride in work?
4. Does the child include own name in the picture?
5. Does the child draw things that are personally important bigger than the things that aren't.

YES NO

3–DIMENSIONAL ART

1½ – 2 Year Old Indicators of Art Growth

1. Does the child squeeze the clay in an uncontrolled, exploratory way?
2. Does the child enjoy beating and pounding the clay with seemingly no purpose?

3 – 4 Year Old Indicators of Art Growth

1. Does the child enjoy the effects of patting and rolling?
2. Does the child use hands to make the clay into what she/he wants?
3. Does the child make the forms and shapes over and over again for practice?

4 – 5 Year Old Indicators of Art Growth

1. Does the child make clay into shapes and forms?
2. Does the child use the clay to make basic figures?
3. While making an object, does the child make the things that are personally important bigger than the things that are not?
4. Does the child name the work?
5. Does the child enjoy the process more than the product?

Adapted from:

Learning Through Play Workshop,
Child Development Training Program,
Bemidji State College, Bemidji, Minnesota,
by Sally James Charvat, 1972.
AND
Creative Activities for Young Children,
by Mary Mayesky, Donald Neuman, and Raymond J. Wlodkowski,
Delmar Publishers, 1975.

A TEACHER'S ROLE IN ART

1. The teacher should know the developmental levels of children's art and provide appropriate activities for the center's children.

2. The teacher should accept own feelings, help the children accept theirs, and encourage them to express their feelings.

3. The teacher can help the children to use art as a method of creative problem–solving by asking questions such as, "What would happen if . . . .?", "In how many other ways could . . . . . be used?".

4. The teacher should provide an art area where the child does not have to be frustrated by keeping clean and also provide adequate time so the child can have full opportunity to explore the materials.

5. To encourage self–help and self–concept development the teacher should have some of the art materials accessible to the children at all times.

6. The teacher has the responsibility of defining and maintaining the limits.

7. The teacher should not provide patterns, models, workbooks or coloring books. The teacher should not ask "What is it?" The teacher must also be careful to be accepting of all art media; children are quick to sense a teacher's disapproval.

8. The teacher can help parents interpret and appreciate their children's art work.

9. The teacher should be creative and innovative in the use of media and teaching techniques to keep the children interested.

10. The teacher should provide an environment where the children are allowed and encouraged to explore, to experiment, and to express their ideas. The environment should provide for the enjoyment of art, which can be the groundwork for lifetime enjoyment and appreciation.

ART PROJECTS

List a new and creative activity in each of the areas listed.

AREAS	ACTIVITY	SKILLS INVOLVED	MATERIALS AND RECIPES	TEACHER TECHNIQUES	IDEAS FOR DISCUSSION WITH CHILDREN
PAINTING					
DRAWING					
PRINTING					

(Continued)

ART PROJECTS

(Continued)

AREAS	ACTIVITY	SKILLS INVOLVED	MATERIALS AND RECIPES	TEACHER TECHNIQUES	IDEAS FOR DISCUSSION WITH CHILDREN
CUTTING AND PASTING					
CLAY					
OTHER					

Appendix 6
Art
Developing Intellectual Abilities
Science

LESSON OR UNIT PLAN

Main Concepts to be Developed:

Objectives:	**Learning Opportunities for the Children**	**Related Curriculum Ideas**
	Formal:	
Age of Children	*Informal:*	**Evaluation**
Initiating the Unit or Lesson	**List of Materials**	
	Vocabulary	

CENTER ACTIVITY REPORT

(Use this form on letterhead stationery)

Period Covered ____

Program Successes ____

Areas for improvement: ____

Equipment purchases to be considered ____

Budget Modifications needed ____

Other ____

Respectfully submitted,

____

Adapted from Nursery School Management, p. 15.

MEMBERS OF THE BOARD

Name	Title	Date Term Expires	Address	Home Phone	Business Phone

Adapted from Nursery School Management, p. 16.

GOALS OF A GOOD PRESCHOOL PROGRAM

I. THE CHILD

A. Physical

1. To develop small and large muscle motor skills.

2. To allow the child to enjoy physical activity as a part of life.

3. To encourage the child to develop health and safety practices.

4. To provide opportunities for the child to function in and with routines.

B. Intellectual

1. To provide the child with new experiences in words, language, activities, places, and people.

2. To provide opportunities for the child to create and experiment through learning activities.

3. To provide learning experiences for the child in language development through hearing and using the language.

4. To encourage in the child an enthusiasm for learning and for teachers.

C. Socio–emotional

1. To provide opportunities for developing an awareness of persons outside the family and neighborhood.

2. To enable the child opportunities to learn to play alone and with a group.

3. To develop in the child a respect for the rights of others.

4. To encourage the child to give and share based on a feeling of love and security.

5. To encourage the child to find acceptable means of releasing emotions.

D. Self–Concept

1. To give the child many opportunities for developing a good self–image and positive attitude toward own body.

2. To encourage the child from dependency to independency.

3. To develop creative abilities in the arts.

4. To give the child opportunities to make decisions and solve problems.

II. PARENTS AND COMMUNITY

A. To develop a good rapport with parents.

B. To encourage parents to provide experiences for the children which stimulate development.

C. To develop in parents a desire to communicate with their children.

D. To develop in parents a positive attitude toward school.

III. STAFF

A. To help the staff grow professionally.

B. To enable the staff to view children as exciting, stimulating people who are constantly learning.

Appendix 10
Administration I

SELF–EVALUATION FOR DIRECTOR

	Usually	Sometimes	Never
1. I am sensitive to the needs and problems of others and treat each employee as an individual.			
2. I help my employees meet their needs and solve their problems.			
3. I willingly share ideas and materials that I find by keeping up with the research in child development.			
4. I accept suggestions and help from my employees gracefully.			
5. I make constructive suggestions.			
6. I consult the group for help in making some of the plans and decisions.			
7. I give encouragement to others by being practical in what I expect of them.			
8. I respect the property of others by having a place where each employee can have their personal things.			
9. I thank others for help.			
10. I help other people feel comfortable by being tactful.			
11. When I make mistakes, I admit that I was wrong.			
12. I tolerate employees who may have a different personality from me.			
13. I try to equally distribute the work that needs to be done at the center.			
14. I am open enough with my employees so they know me as a person, not just as a director.			
15. I support my administrator's decisions.			

GETTING STARTED

1. Before starting the center, do a feasibility study to determine the number of parents willing to pay for their children's care.

2. The bank where you may obtain a small business loan will need to know that you have researched the needs of the child care center.

3. When you meet with the bank officer and/or the licensing agent, show you plans for:
    - administration
    - staff
    - location of center
    - floor plans of center
    - square footage/child indoors and outdoors
    - list of furniture needed
    - list of indoor/outdoor equipment needed
    - number and ages of children to be cared for
    - proposed fees
    - daily schedule
    - budget of income and expenses
    - insurance coverage

4. If you buy an on–going business obtain their statements or tax returns from the last two years, lists of outstanding bills, and a copy of the balance sheet.

5. Consider hiring a CPA or public accountant to set up your bookkeeping system.

Appendix 12
Administration I

ITEMS USUALLY INCLUDED IN BUDGETS

INCOME

1. Yearly Registration Fees
2. Tuition
3. Department of Public Welfare
4. United Way
5. Other

Allowances Against the Income (Subtract)

1. Less–than–capacity enrollment
2. Fee waivers
3. Scholarships

EXPENSES

Salaries and Employee Benefits

1. Salaries
2. Fringe Benefits
    a. Social Security
    b. Workman's Compensation
    c. Health and Accident Insurance
    d. Retirement Program
    e. Unemployment Insurance

Successful Program	*Average Program*	*Poor Program*	*% of Total Budget*

(Continued)

ITEMS USUALLY INCLUDED IN BUDGETS
(Continued)

	Successful Program	Average Program	Poor Program	% of Total Budget
f. Reimbursable Expenses 1) in–service training 2) transportations 3) conference attendance				
Equipment Rental or Purchases 1. Office Furniture 2. Program Furniture 3. Office Machines 4. Durable Equipment a. Program b. Maintainance 5. Buses, Station Wagons, Vans				
Insurance and Bonding 1. Fidelity Bond 2. Owners, Landlords, and Tenants Insurance 3. Public Liability for Vehicles 4. Accident Insurance for Each Child 5. Auditing				
Rent or Space Cost 1. Cost of Rental or Use of Space 2. Utilities 3. Renovation 4. Repair 5. Custodial Service				

(Continued)

ITEMS USUALLY INCLUDED IN BUDGETS
(Continued)

Expendable and Consumable Supplies on a Per Child Basis

1. Office Supplies
2. Program Supplies (paper cups, napkins, paint, paper)
3. Maintainance Supplies (toilet tissue, mops, brooms, light bulbs, etc.)

Communications

1. Telephone
2. Postage

Other Direct Costs

1. Contract Services (part–time physicians, consultants)
2. Transportation for Children and Parents for Field Trips, Meetings, etc.
3. Groceries
4. Professional Publications
5. Costs of Preparing Visual Aids, Exhibits
6. Dues for Membership in State and National Organizations
7. Costs of Printing Reports
8. Publicity and Public Relations
9. Annual Audit

Successful Program	*Average Program*	*Poor Program*	*% of Total Budget*

Income — Expenses = Profit

POLICY HANDBOOK*

Statement of:

- Name of Organization
- Name of owners or sponsors or board of directors
- Type of program, purposes
- Goals of the program (for the child, parents, and community)
- Philosophy of education
- Admission requirements and enrollment procedures
- Classroom procedures
    - ages and numbers of children in each age group
    - hours of operation
    - days of operation (school calendar)
    - schedule of the day
    - permission for trips
    - transportation arrangements
    - extra clothing and supplies
    - personal belongings brought to the center
- Parent involvement
- Staff
    - substitutes
    - affirmative action plan
    - personnel policies (may be in a separate booklet)
- Health, safety and emergency procedures
    - accident prevention
    - provisions for illness
    - emergency situations, fire, tornado, blizzards, accidents
- Nutrition (meals and snacks served)
- Insurance coverage
- Children's records
- Fees and payment plan

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*As suggested by Department of Public Welfare, Rule Number 3, p. 23–24.

Appendix 14
Administration I

ON CONFERENCES

Many teachers ask how to actually communicate with a parent in a conference. You need to:

Recognize that each parent is an individual with his own needs, attitudes, values, and beliefs. Accept him as a person even though you may differ with his beliefs.

Accept your responsibility to plan and prepare by organizing thoughts and materials prior to the conference.

Provide uninterrupted time. Give the impression of being unhurried and interested in the child and the parent. Make sure each parent plays an active role in forming goals for the progress of their child.

Accept and use what the parent has to contribute.

Be honest and truthful.

Listen.

Encourage the parent to work out alternative ways of solving problems.

Avoid destructive criticism.

Allow time for changing thinking. Do not force advice on parent.

Remember every conference is strictly confidential.

End the conference on a helpful and professional basis. Find out what suggestions the parent has for follow–through or further work with the child at school. Plan for future conferences.

Remember you and the parent are partners, not competitors. It's the welfare of the child that counts.

(Continued)

ON CONFERENCES

(Continued)

Keep a record of the meeting, indicating the name of child, the date, the reason for the meeting, observations, and conclusions.

Compiled by:
Licensing Division Comprehensive Program Bureau
Department of Public Welfare
Centennial Building
St. Paul, Minnesota 55155

Appendix 15
Administration I

PARENT INVOLVEMENT

1. Let the parents know you are a friendly person sincerely interested in them and their children as individuals.

2. Show an interest in their personal interests and problems, listen, and help if possible.

3. Ask for their suggestions and opinions and implement them if possible.

4. Provide opportunities for the parents to meet other families using the center.

5. Enlist the aid of parents to contact other parents, organize meetings, and plan workshops.

6. Send activities home to help the parents reinforce the child's school experiences.

7. Have parents help gather free materials from their own scrap collections or from neighborhood businesses.

8. Include articles in newsletters that help parents know more about developmental needs of children.

9. Provide opportunities for parents to come and observe their children.

10. Send forms home with the children for the parents to evaluate the staff and the program.

Adapted from Nursery School Management, p. 211.

Appendix 16
Administration I

GRANTSMANSHIP

1. A list of foundations that offer grants can be found in the Foundation Directory at the local library.

2. When writing a grant:

   a. Make it legible and neat.

   b. Explain terminology and abbreviations.

   c. Have the language clear and concise. Have someone outside the child care field read it.

   d. Use charts and visual aids.

   e. Include appendicies to supplement text.

3. For the final revision, select a diverse group of people to read it and make suggestions.

Appendix 17
Administration I

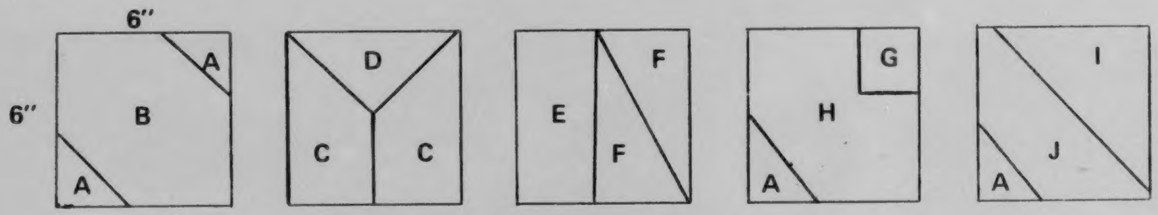
BROKEN SQUARES

Objective: To analyze certain aspects of cooperation in solving a group problem.

Time: 15 minutes for the exercise, 15 minutes for discussion.

Equipment and People: 1 observer/judge for each group of 5 people.

5 Squares:



Envelope A	i, h, e
B	a, a, a, c
C	a, j
D	d, f
E	g, b, f, c

Procedure: When the teacher gives the signal to begin the task each person will try to form 5 squares of equal size. The task will not be completed until each individual has formed a perfect square.

Limitations:
1. No speaking.
2. No member may ask another member for a card, or in any way signal another person for a card.
3. Members may, however, give cards to other members.

Observers: Make participants observe the rules.
1. No pointing, talking, or other communicating.
2. Participants may give pieces to other participants but not take.
3. Participants may not simply throw their pieces into the center for others to take, they have to give pieces directly.
4. It is permissible for a member to give away all the pieces to own puzzle, even if a square has already been formed with the pieces.

Observe: What to look for.
1. Who is giving pieces away?
2. Did anyone finishing own puzzle move away from struggles?
3. Is there anyone who continually works with own pieces but yet is unwilling to give any or all of them away?
4. How many were actively involved?
5. Check the level of frustration.
6. When was the turning point?
7. Did anyone violate rules by talking or pointing as a means of helping fellow members solve their puzzle?

Appendix 18
Administration I

DID YOU HEAR?

Instructions:

Select 5 class members to participate. Have 4 of them leave the room. Read the story to the other person. Ask that person to repeat it to one of the participants who was outside. The next person tells the story to another person who was outside; and so on until the last person repeats the story.

Observers should fill in the attached form, noting the additions, deletions, and discrepancies; or the session may be tape recorded.

The objective of this activity is that you may know what you heard, but you cannot take the responsibility for the other person(s) you may tell.

STORY

"I am Mrs. Jones, parent of Mark in your fourth grade class. Since you are the director of this center, I feel I must talk with you about this situation. Mark has been coming home crying. He says Jack and Sam pick on him and hit him. Mark had a black and blue mark on his arm yesterday. You may think I am over–protective but I don't think your staff is watching the children well enough. Yesterday when I picked Mark up, I noticed Mrs. Smith and Mrs. Johnson standing together visiting right by two children who were fighting. What do you plan to do?"

Person	Additions	Deletions	Discrepancies
1			
2			
3			
4			
5			

Appendix 19
Administration I

GRIPES OF CHILD CARE WORKERS

– "I am the only one who cleans the paint jars."

– "I am the only one who wants to take the kids on field trips, the director won't do anything."

– "Why do I have to train the volunteer?"

– "How come that male volunteer gets to have fun and I have to clean up the messes?"

– "We only have meetings to announce special events, never any time for just discussing problems."

– "We don't have a job description so I really don't know what is expected of me."

– "Our director is nice when he talks to you, but when he leaves you know he is waiting to tell the board about you."

– "I try to maintain the general routine rules of the center, but when the director comes she doesn't. She doesn't even make the kids pick up their toys."

Appendix 20
Administration I

TEACHER EVALUATION

Name ______________________________

Date ______________________________

Personal Qualities

1. Friendly, warm
2. Neat personal appearance
3. Tactful and courteous
4. Composed
5. Dependable
6. Self–confident
7. Displays a sense of humor
8. Enthusiastic about teaching
9. Dresses appropriately

Assuming Responsibilities

10. Is independent in assuming responsibility.
11. Is flexible in relationships with adults and children.
12. Plans activities by recognizing the needs of children on an individual basis.
13. Discusses important problems with the director.
14. Coordinates long–term and short–term goals for overall improvement of the program.
15. Recognizes the importance of the parents.

Always	*Sometimes*	*Shows Improvement*	*Needs Improvement*	*Never*

(Continued)

TEACHER EVALUATION

(Continued)

	Always	*Sometimes*	*Shows Improvement*	*Needs Improvement*	*Never*
Working with Children					
16. Creates a warm and accepting environment.					
17. Is sensitive to the needs of children.					
18. Helps each child develop friendships.					
19. Aware of the total group, even when working with a part of it.					
20. Impartial in dealing with children.					
21. Encourages independence in children.					
22. Uses different, though consistent, methods in dealing with different children.					
23. Treats a child's possessions and projects with care.					
24. Maintains a child–orientated classroom.					
25. Is imaginative and creative.					
Professional Ethics					
26. Loyal to the school and its policies.					
27. Cooperates with other staff members.					
28. Assumes a share of joint responsibilities.					
29. Maintains professional attitudes.					
30. Is interested in people, thinks in terms of helping rather than critizing.					
31. Responds well to suggestions.					
32. Is on time and attends regularly.					

(Continued)

TEACHER EVALUATION

(Continued)

Specific Strengths:

Specific Weaknesses:

Comments:

INTERVIEWING

1. When a position in the child care center is open, decide the qualifications a person in that position must have to be effective. Write down your ideas, and use them throughout the interview process.

2. Consider using parents and other staff to help screen applicants or to actually interview applicants.

3. Before the interview, decide how much time to spend with each applicant.

4. List the information about the position you will give to the applicant during the interview.

5. Decide about questions to ask. Remember to use the qualifications necessary for a person filling this position.
   A. Ask more detailed questions about the applicant's background and work experience than the information on the application.
   B. Ask the applicant about outside interests.
   C. Create questions that can give you the applicant's attitudes toward:
      - curriculum
      - methods
      - teaching the individual child
      - type of equipment
      - discipline
   D. Have the applicant give a detailed explanation about personal attitude toward parents, what their role is, and past experience working with parents.
   E. Ask the applicant about the classes taken to continue professional growth.
   F. Ask questions about the applicant's personal life that you feel are important.

6. Leave time for the applicant to ask questions.

7. It may be necessary to interview the applicant again or have the applicant work as a classroom assistant for a short while. Follow up with an interview reviewing the applicant's qualifications.

PERSONNEL POLICY HANDBOOK

Include:

1. Name of organization
2. Purpose, Goals, and Philosophy of Education
3. Job descriptions and Qualifications
4. Work schedule
    - length of day and week
    - school calendar (holidays with pay)
    - vacation days
    - sick days
    - personal leave days
    - overtime
    - tenure provision
5. Employee benefits
6. Evaluation procedures
    - probation period
    - formal evaluation of performance
    - resignation procedures
    - termination procedures
    - grievance procedures
7. Staff training
    - in–service training programs
    - educational leave provisions
    - reimbursement for classes and work shops
    - required number of hours/year
8. Health and Medical requirements
9. Salary Schedule
10. Staff and Parent meetings

Appendix 23
Administration II

CODE OF RESPONSIBILITY FOR VOLUNTEERS

BE SURE:	Look into your heart and know that you really want to help other people.
BE CONVINCED:	Do not offer your services unless you believe in the value of what you are doing.
BE LOYAL:	Offer suggestions, but don't "knock."
ACCEPT THE ROLES:	Don't criticize what you don't understand. There may be a good reason.
SPEAK UP:	Ask about things you don't understand. Don't coddle your doubts and frustrations until they drive you away, or turn you into a problem worker.
BE WILLING TO LEARN:	Training is essential to any job well done.
KEEP ON LEARNING:	Know all you can about your agency and job.
WELCOME SUPERVISION:	You will do a better job and enjoy it more if you are doing what is expected of you.
BE DEPENDABLE:	Your work is your bond. Do what you agreed to do. Don't make promises you can't keep.

(Continued)

BILL OF RIGHTS FOR VOLUNTEERS

THE RIGHT TO BE TREATED AS A CO–WORKER . . . not just free help . . . not as a prima donna.

THE RIGHT TO A SUITABLE ASSIGNMENT . . . with consideration for personal preference, temperament, life experience, education, and employment background.

THE RIGHT TO KNOW AS MUCH ABOUT THE AGENCY AS POSSIBLE . . . its policies . . . its people . . . its programs.

THE RIGHT TO TRAINING FOR THE JOB . . . as a follow–up to initial training . . . information about new development . . . training for greater responsibility.

THE RIGHT TO CONTINUING EDUCATION ON THE JOB . . . as a follow–up to initial training . . . information about new development . . . training for greater responsibility.

THE RIGHT TO SOUND GUIDANCE AND DIRECTION . . . by someone who is experienced, patient, well–informed and thoughtful . . . and who has the time to invest in giving guidance.

THE RIGHT TO A PLACE TO WORK . . . an orderly, designated place . . . conducive to work . . . and worthy of the job to be done.

THE RIGHT TO PROMOTION AND A VARIETY OF EXPERIENCES . . . through advancement to assignments of more responsibility . . . through transfer from one activity to another . . . through special assignment.

(Continued)

CODE OF RESPONSIBILITY FOR VOLUNTEERS
(Continued)

BE A TEAM PLAYER: Find a place for yourself ON THE TEAM. The lone operator is pretty much out of place in today's complex community.

BILL OF RIGHTS FOR VOLUNTEERS
(Continued)

THE RIGHT TO BE HEARD . . . to have a part in planning . . . to feel free to make suggestions . . . to have respect shown for an honest opinion

THE RIGHT TO RECOGNITION . . . in the form of promotion . . . awards . . . through day–by–day expressions of appreciation . . . and by being treated as a bona fided co–worker.

Compiled by:
Licensing Division Comprehensive Program Bureau
Department of Public Welfare
Centennial Building
St. Paul, Minnesota 55155

VOLUNTEER HANDBOOK

Statement of:

1. The reasons for including volunteers in the program.

2. General overview of the jobs volunteers can do. Divide the jobs into 1) working with children and 2) not working with children.

3. Orientation and/or training process.

4. Daily Schedule.

5. Working with the children. Include suggestions, rules, and examples of the activities in each of the following areas:

   a. Role of the adults:

   b. The children's place in the center:

   c. General rules:

   d. Routine activities:

   e. Art activities:

   f. Dramatic play activities:

   g. Music time:

   h. Outdoor activities:

   i. Science activities:

   j. Story time:

6. First Aid.

7. Evaluation and emergency procedures.

Appendix 25
Administration II

CAREER LADDER – CHILD CARE WORKERS

INSTRUCTIONS: Each center should develop their own career ladder, explaining the years of experience and the number of hours of training needed to advance positions.

The descriptions for the positions are in Appendix 26.

Qualifications	Title
Experience and/or training and/or Master's Degree	Director
Experience and/or training and/or Bachelor's Degree	Head Teacher
Experience and/or training and/or Associate Degree	Teacher
Experience and/or training	Assistant Teacher
Entry Level	Child Care Aide or Trainee

SUGGESTED JOB DESCRIPTIONS

1. AIDE – DAY CARE CENTER

The aide should be responsible to the teacher and assistant teacher and work with them as a team.

FUNCTIONS:

1. Assists in all aspects of planning and implementing program as assigned.
2. Participates in assigned activities with the children at:
    - Music
    - Snack time
    - Mealtime
    - Art activities
    - Playtime
    - Story time
    - Dressing time
    - Bathroom time
    - Field trips
    - Clean–up time
3. Observes and assists in recording and reporting children's behavior.
4. Attends staff meetings.
5. Assists in keeping center orderly and attractive.
6. Attends in–service training.
7. Attends parent meetings as assigned.

QUALIFICATIONS: (to be filled in by the center)

2. ASSISTANT TEACHER – DAY CARE CENTER

The assistant teacher, as part of the program team, is responsible to the head teacher and teacher. This responsibility includes implementation of program in the absence of teacher.

FUNCTIONS:

1. Supervises activities as assigned by teacher.
2. Prepares supplies and equipment.
3. Observes, records, and reports children's behavior as assigned.
4. Assists children with self–help activities.
5. Assists with meal service.
6. Assists with field trips.
7. Helps to keep center orderly and attractive.

(Continued)

8. Attends staff meetings.
9. Attends parent meetings as assigned.
10. Assists in supervision of aides, volunteers, students, and interns as assigned.

QUALIFICATIONS: (to be filled in by the center)

3. *TEACHER – DAY CARE CENTER*

The teacher, as part of the program team, is responsible to the head teacher.

FUNCTIONS:

1. Conducts daily program activities.
2. Supervises assistant teachers, aides, volunteers, students, and interns as assigned.
3. Plans and implements field trips as assigned.
4. Prepares program materials to implement plan for daily activities as assigned.
5. Observes, records, and reports children's behavior.
6. Attends staff meetings.
7. Attends parent conferences and otherwise helps to establish and maintain relationships with parents.

QUALIFICATIONS: (to be filled in by the center)

4. *HEAD TEACHER – DAY CARE CENTER*

The head teacher is responsible for planning and implementing the program of the day care center. The head teacher works as part of a team with the director and program staff to carry out these responsibilities. (Individual functions or parts of functions may be delegated, but responsibility for performance of functions remains with the Head Teacher.)

(Continued)

SUGGESTED JOB DESCRIPTIONS

(Continued)

FUNCTIONS:

1. Plans and conducts daily program activities.
2. Provides leadership, training, and supervision of other program staff.
3. Supervises assigned volunteers, students, and interns.
4. Plans field trips.
5. Prepares program materials to implement plan for daily activities.
6. Maintains stimulating environment for program.
7. Observes, records, and reports children's behavior.
8. Assists director in establishing and maintaining relationships with parents, including parent conferences.
9. Assists director in planning and conducting staff meetings.
10. Assists director in promoting continuing professional growth of program staff members.

QUALIFICATIONS: (to be filled in by the center)

5. DIRECTOR – DAY CARE CENTER

The director is responsible for all phases of the operation of the day care center. The director is also responsible for ensuring that the center contributes to the growth and development of each child enrolled. (Individual functions or parts of functions may be delegated, but responsibility for performance of functions remains with the Director.)

FUNCTIONS:

1. Operates program in conformity with governmental and agency standards.
2. Supervises fiscal operations and statistical reporting; maintains records.
3. Recruits, supervises, trains, and evaluates staff members.
4. Establishes necessary policies and procedures.
5. Supervises intake and enrollment.
6. Procures equipment and supplies.
7. Recruits, supervises, trains, and evaluates volunteers, interns, and trainees.
8. Coordinates services with other agencies and groups.
9. Plans and conducts staff meetings.
10. Establishes and maintains relationships with parents, including parent conferences.
11. Supervises public relations and education program.
12. Reports to governing board; implements policies of governing board.

(Continued)

SUGGESTED JOB DESCRIPTIONS

(Continued)

13. Supervises maintenance of physical plant.
14. Promotes continuing professional growth of staff members.
15. Carries out functions of Head Teacher, where the jobs of Director and Head Teacher are combined.

QUALIFICATIONS: (to be filled in by the center)

Compiled by:
Licensing Division Comprehensive Program Bureau
Department of Public Welfare
Centennial Building
St. Paul, Minnesota 55155

Appendix 27
Administration II

WEEKLY ACTIVITY PLAN

Date ____________________ Main Concepts ____________________

	Monday	Tuesday	Wednesday	Thursday	Friday
Main Objective:					
Activities: Art					
Science					
Dramatic Play					
Literature					
Language					
Music					
Audio Visual					
Outdoor					
Transition					
Group Time					
Snacks, Meals					
Bulletin Board					
Evaluation:					

DAILY PLAN

Time	*Activity*	*Objective*	*Materials*	*Teacher*	*Evaluation*
	Art				
	Science				
	Dramatic Play				
	Literature				
	Language				
	Music				
	Group Time				
	Outdoor				
	Transition				
	Snack/Meals				

ACCIDENT REPORT – (Fill out in duplicate)

Name of Child ______________ Date & Time of Accident ______________

Address ______________

____

Phone Number ______________

Inquiry: (Describe in detail – location, type, severity of bleeding)

First Aid Treatment: Given by: ______________

Time: ______________

Parent was called ______ Time: ______________

Doctor was called ______ Time: ______________

Ambulance was called ______ Time: ______________

Child was taken home ______ kept at school ______ taken to hospital ______

Other:

Adapted from Nursery School Management, by Cherry, and Teachers of Young Children, by Hess.

RECORDS TO KEEP

Listed below is a partial list of all the records to be filed by a director of a child care center. Add other records you feel are necessary.

A. Children

1. Admission Form
2. Health Care Summary
3. Permission to Dispense Medications
4. Field Trip Permission
5. Attendance
6. Child's Developmental Progress Record
7. Fee Agreements, Arrangements, and Payments
8. Parent – Conference Sessions
9. Parent Phone Calls or
10. Referals Made
11.
12.

B. Personal

1. Application Form
2. References
3. Physical Exams
4. Record of Employment
5. Attendance
6. Evaluation
7. Promotions
8. Termination
9. Minutes of Individual Conferences
10. Minutes of Staff Meetings
11. Tax Forms
12. Vacation & Sick Leave Time
13. In–Service Training and Courses
14. Substitute Staff
15.
16.

C. Program

1. Attendance
2. Unit and Lesson Plans
3. Evaluation of Daily Plans
4. Meals and Snacks Served
5.
6.

D. Equipment

1. Vendors
2. Catalogs
3. Copies of Receipts
4. Inventories
5. Record of Repairs
6. Insurance Forms and Policies
7. Safety Check – First Aid Inspection
8.
9.

E. Financial

1. Employee Payroll Records
2. Children's Fee Scale
3. Budget
4.
5.

SELF–EVALUATION

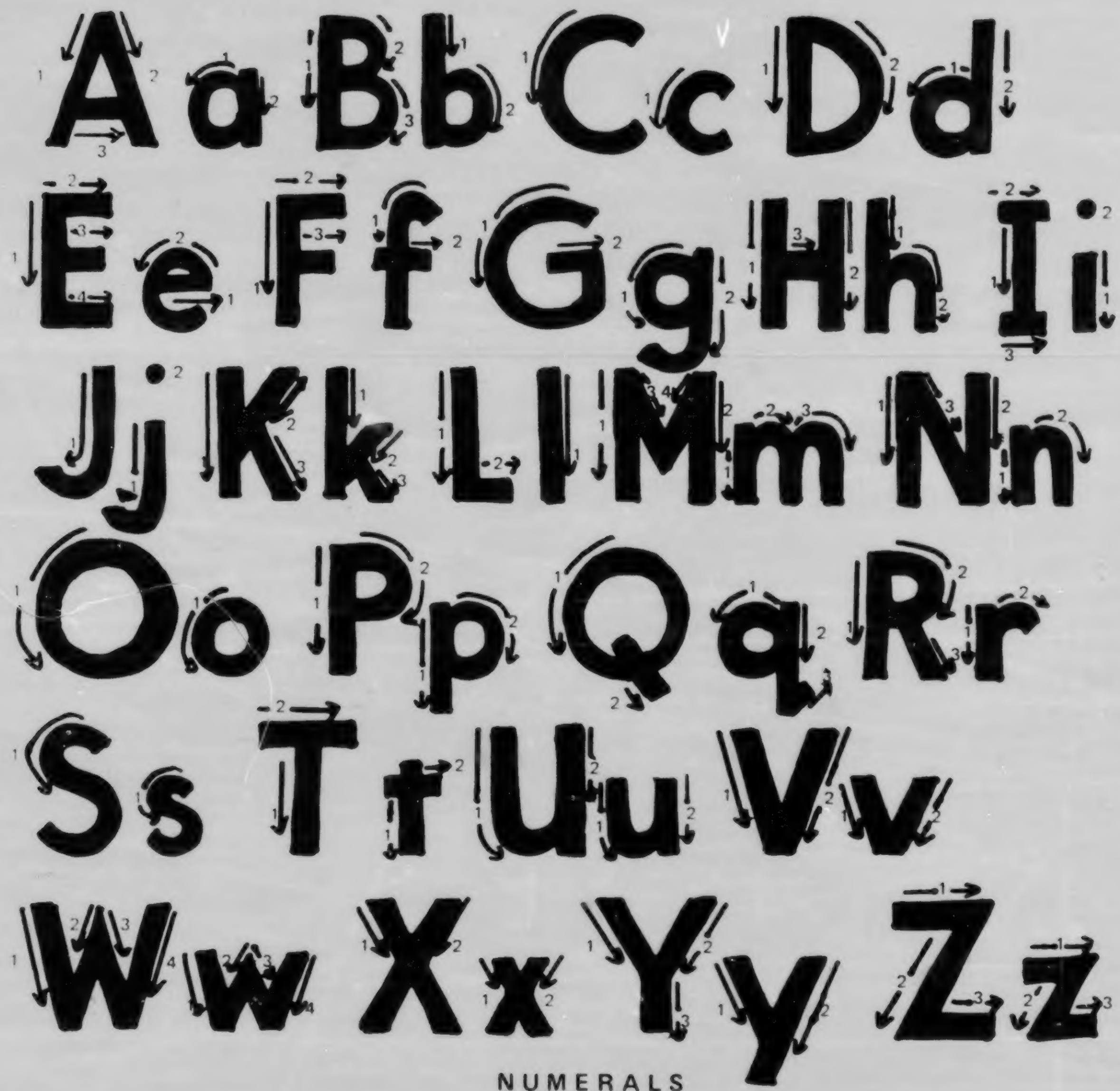
Use this evaluation after teaching a group or individual activities.

Answer the following quesitons:

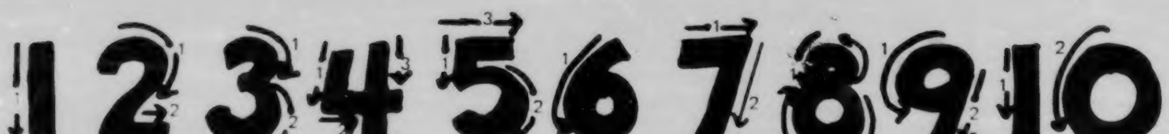
1. Were the children interested? How did they express their interest?
2. Was I well prepared?
3. What were the positive aspects of the activity?
4. What things would I do differently?
5. Did the children actively participate?
6. Did I positively reinforce the children?
7. What did the children learn and how did I know this?
8. Would I teach this again?

Developed by Pat Teiken, Early Learning Center,
Moorhead State College, Moorhead, Minnesota.

MANUSCRIPT


Aa Bb Cc Dd
Ee Ff Gg Hh Ii
Jj Kk Ll Mm Nn
Oo Pp Qq Rr
Ss Tt Uu Vv
Ww Xx Yy Zz

NUMERALS


1 2 3 4 5 6 7 8 9 10

(Continued)

Procedure for Manuscript Writing (Continued)

1. Write the alphabet as the sample shows.
2. Make up sentences using manuscript writing.
3. Evaluate your needs by comparing with the sample.
4. List your weaknesses.
5. PRACTICE without the sample.
6. Test yourself, comparing with the sample.

MOVEMENT

Movement helps children to express their feelings. Children's movement vocabulary is larger than their speaking vocabulary, because they have been moving a lot longer than they have been speaking. It should be remembered that there is no right or wrong in movement.

Statements that Promote Movement in Children

Space:

1. Go to a space where you will not touch anyone.
2. Make yourself very tall.
3. Move fast but stay in your space.

Walking:

1. Walk around without touching anyone.
2. Walk fast! Walk slow!
3. Walk backwards, forward, sideways.

Running:

1. Run around without touching anyone.
2. Run fast! Run slow!
3. Run backward, forward, sideways.

Jumping:

1. Jump high.
2. Jump off the block.
3. Jump over the block.

Imaginative Movement

Ask the children to do the following:

1. Be a plane.
2. Be the snow.
3. Rock a doll.
4. March to the band.
5. Swim in the pool.

Developed by Pat Teiken, Early Learning Center,
Moorhead State College, Moorhead, Minnesota.

COOKING IN THE PRESCHOOL CLASSROOM

Nancy Ferreira suggests that the children do only one thing per day, and to do only things that fit into your particular program. Examples:

1) Explore cooking tools with water, as in a water table (cups, bowls, beaters, etc.).
2) Measure and spoon dry ingredients (rice or cornmeal).
3) Taste fresh fruits (one type at each session).
4) Compare fresh fruits (one type at each session).
5) Dipping.
6) Scrubbing with brushes.
7) Tear, break, snap (lettuce, beans, peas).
8) Pouring (mark cups with rubber bands so the children have a stopping point).
9) Stirring and measuring.
10) Shaking.
11) Spreading with table knives.
12) Rolling with both hands.
13) Juicing with a hand juicer.
14) Peeling with fingers.
15) Cracking raw eggs.
16) Cutting with a table knife (progress from soft to hard foods).
17) Grinding with a hand grinder.
18) Beating with an egg beater.
19) Peeling with a scraper.
20) Grating with a hand grater.

Items 1 and 2 should be available on and off throughout the year. In general, 2 year olds should be able to master all skills through item 15. Three year olds should master all skills through item 18. Four year olds should master all items. Four year olds should also be able to cut with sharp knives. Also, certain groups of younger children, depending on the children, should be able, under close supervision, to cut with sharp knives.

Old cooking equipment should not be thrown away! Put it into the sandbox or the playhouse.

Adapted by Pat Teiken, Early Learning Center, Moorhead State College, Moorhead, Minnesota, from Teacher's Guide to Educational Cooking in the Nursery School by Nancy Ferreira.

PLANNING A COOKING PROJECT

Date ______________________ Project ______________________

A. What will the children learn?
i.e., new food experience; entire process experience; cooking of other cultures; texture changes in cooking; smells; similarities and differences in color(s), size(s), weight; small muscle skills; eye–hand coordination; new language skills; etc.

B. Particular skills you will stress:
i.e., pouring, scrubbing, sorting, dipping, mixing, spreading, rolling, cracking, beating, juicing, grinding, cutting, peeling, grating, measuring, slicing, putting food on a stick, etc. (NOTE: Limit number of skills for younger children; may include several skills for older children.)

C. Equipment needed:

D. Ingredients needed:

E. Procedure:
Step by step; include any preliminary preparation.

1.

2.

3. etc.

Questions to ask yourself when planning:

1) Will this be done in small groups or with all children?
2) What is the age of the group?
3) How much cooking experience have they had?
4) Is the food a seasonal one? (Are ingredients in season?)
5) According to the season, would hot or cold food be best?

Developed by Pat Teiken, Early Learning Center,
Moorhead State College, Moorhead, Minnesota.

OBSERVATION FORM – CHILDREN'S PLAY

Play Classification	*Activity (be descriptive)*	*Children (give names, ages)*	*Comments*
Unoccupied			
Solitary			
Parallel			
Associative			
Cooperative			

SOCIAL BEHAVIOR OF PRESCHOOL CHILDREN

The purpose of this is to direct your attention to the individual differences among young children in relationships with each other. Children's interest in one another and their skills in getting along together vary with age, with previous social experience, and with other factors in the individual child in the immediate environment.

I. Give situations where you see children in the following stages of social development:

1. Solitary unoccupied – What toys, materials, equipment, other children, or adults was he near? Do you have any clues as to why he was not occupied?
2. Solitary occupied – With what activities, materials, etc. was he occupied?
3. Parallel play – What materials, toys, etc. was he using? What other children were nearby using similar materials?
4. Simple cooperative activity – What toys were used, what equipment seemed to stimulate this sort of play? How many children were involved?
5. Organized cooperative activity – Describe the roles played by the children indicating number of children involved, materials, equipment used, etc.

II. Observe children in terms of the following. Do you see a child who watches at times, but who also can lead other children in play?

1. Tends to be a spectator.
2. Prefers solitary play.
3. Engages in parallel activity.
4. Engages easily in group activity.
5. Prefers group activities.
6. Tends to plan own activities.
7. Tends to follow the lead of others.
8. Tends to lead others.

Compiled by:
Licensing Division Comprehensive Program Bureau
Department of Public Welfare
Centennial Building
St. Paul, Minnesota 55155

Appendix 38
Play

FREE PLAY ACTIVITIES

1. Play dough with variations:
    - a. Cookie cutters – baking equipment
    - b. Little men
    - c. Knives and forks – rolling pins
    - d. Tongue depressors, toothpicks
    - e. Measuring cups and spoons
    - f. Vary color – white, red, blue, etc.
    - g. Vary texture – beans, rice, sand, glitter
    - h. Bake and paint
    - i. Different flavors – peppermint, lemon, orange, wintergreen, etc.

2. Stringing – plastic string, cord, or yarn:
    - a. Fruit Loops, Cheerios, etc.
    - b. Macaroni: large, small, all shapes
        1. Have children paint or use food coloring
    - c. Spools (thread)
    - d. Beads
    - e. Construction paper shapes
    - f. Straws (cut up)
    - g. Washers
    - h. Cranberries (plastic needles)
    - i. Aluminum foil
    - j. Fabric

3. Waterplay:
    - a. Liquid soap, cake soap, detergent
    - b. Colored water:
        1. Single tub – red, blue, etc.
        2. Single containers, blue container, red container, empty container for mixing.
    - c. Pouring equipment:
        1. Measuring cups and spoons
        2. Plastic cups and milk bottles
        3. Small pitchers
    - d. Other equipment:
        1. Egg beater
        2. Wire whips
        3. Plastic thermometer
        4. Big wooden spoons
        5. Sieve
        6. Pots, pans, plastic dishes
        7. Dolls and doll clothes:
            - a. Clothes line w/clothes pins
            - b. Towel, wash cloths
        8. Paint brushes
        9. Sponges
        10. Funnel
    - e. Hot water, cold water
    - f. Weight concept:

Float	Non–Float
Cork	Rocks
Soap	Hard–milled soap
Boats (made w/milk cartons)	Metal
Wood (pencil)	

(Continued)

FREE PLAY ACTIVITIES
(Continued)

3. Waterplay (Continued)
    g. Bubble blowing:
        1. Straws
        2. Bubble pipes

4. Sand Play (also includes beans, rice, cornmeal, mixture):
    a. Equipment:
        1. Pails, shovels
        2. Water
        3. Pots, pans, dishes, spoons
        4. Sieve
        5. Rake
        6. Measuring utensils
        7. Racks (large)
        8. Small dramatic play equipment
            a. Horses, cows, fence
            b. Zoo animals
            c. Small family members
        9. Cars, trucks
        10. Plastic or cardboard cups
        11. Little blocks
        12. Gelatin molds

5. Manipulative Table Activities:
    a. Peg boards
    b. Puzzles
    c. Nail board with rubber bands
    d. Soft plastic toys
    e. Geometric inserts
    f. Paper punch
    g. Clothes pins w/paper plates, etc.
    h. Sewing cards
    i. Gadget or busy board
    j. Paper plates (large & small & colors) with paper punch w/yarn
    k. Small pounding work bench & screw workbench
    l. Nuts, bolts, washers
    m. Magnets and magnetic items
    n. Magnifying glass w/objects
    o. Blocks
    p. "Graduated donut pole holder"
    q. Dominoes
    r. "Screw" board
    s. Scale with weights
    t. Graduated bowls or cups

6. Flannel board:
    a. Shapes (vary colors and sizes):
        1. Matching shapes – association and insert
        2. Animals, people
        3. Faces
        4. Buildings
    b. Numbers:
        1. Matching numbers with appropriate number of objects or appropriate numbers.
        2. Proper order
    c. Big and little concepts – fat, thin, small, large
    d. People – expressions:
        1. Clothing
            a. Weather concepts
            b. Cultural concepts
        2. Families
        3. Furniture, houses
        4. Food
    e. Transportation:
        1. Airplanes
        2. Buses
        3. Trains
        4. Trucks, cars, etc.

(Continued)

FREE PLAY ACTIVITIES
(Continued)

6. Flannel board (Continued)
    f. Road signs:
        1. Stop, yield, railroad, etc.
        2. Stop light w/red, yellow, green circle
    g. Special Occasions:
        1. Calendar
        2. Valentines Day:
            a. Objects with heart shapes
            b. Large heart w/smaller hearts cut out of it for matching
            c. Numbers – match hearts
        3. Easter:
            a. Easter basket – fill with colored eggs
            b. Numbers – match eggs
            c. Large & small basket w/appropriate size egg
            d. Rabbit face
        4. Halloween:
            a. Pumpkin faces
            b. Numbers – match pumpkins, witches, etc.
            c. Put the witch together
        5. Thanksgiving:
            a. Turkey body – place different colored feathers around it.
        6. Christmas:
            a. Christmas tree w/decorations
            b. Present – decorate
            c. Put together Santa Clauses
            d. Various size stockings to put in order
            e. Numbers – match
        7. Seasons:
            a. Tree with leaves (various colors appropriate to season)
            b. Sun, clouds, moon, stars, etc.
            c. Snowman – put together
            d. Flowers

7. Art:
    a. Collage:
        1. Beans
        2. Buttons
        3. Greeting cards
        4. Seeds
        5. Beads
        6. Paper plates
        7. Twine, string, yarn
        8. Pipe cleaners
        9. Shirt cardboard
        10. Sponges
        11. Leather
        12. Wood
        13. Shells
        14. Toothpicks, tongue depressors, popcycle sticks
        15. Rice, split peas
        16. Paper
            a. Wall paper
            b. Gift paper
            c. Scrap paper
            d. Sandpaper

(Continued)

FREE PLAY ACTIVITIES

(Continued)

7. Art (Continued)
   a. Collage
      17. Corks
      18. Plastic foam
      19. Feathers
      20. Bark
      21. Leaves
      22. Glitter
      23. Pebbles
      24. Breakfast cereals
      25. Aluminum foil
      26. Straws
      27. Stamps
      28. Ribbon
      29. Lace
      30. Macaroni
      31. Marshmallow
      32. Flowers
      33. Burlap
      34. Cups from candy box
      35. All kinds of fabrics
      36. Popcorn
      37. Tissue
      38. Cellophane
   b. Paper:
      1. Butcher
      2. Corrugated
      3. Cardboard
      4. Newsprint
      5. Manilla
      6. Wallpaper
      7. Poster paper
      8. Construction paper
      9. Brown wrapping paper
      10. Paper plates
      11. Paper bags
      12. Tracing paper
      13. Carbon paper
      14. Magazines
      15. Catalogs
      16. Vary shapes, color & sizes
   c. Equipment to be used w/paper:
      1. Pencils
      2. Pens
      3. Crayons
      4. White & colored chalk (wet and dry)
      5. Charcoal
      6. Rulers
      7. Stencils
      8. Paste
      9. Scissors
      10. Collage materials
      11. Water colors
      12. Magic markers
   d. Easel Painting – (vary the texture, size, & shape of the paper you use):
      1. Liquid Tempera
      2. Crayons
      3. Black Tempra
      4. Magic Markers
      5. Chalk
      6. Pencils, pens
      7. Sponge painting
      8. Vegetable printing

8. Dramatic Play Areas:
   a. Beauty shop
      1. Hair pins
      2. Rollers
      3. Hair dryer
      4. Nail polish
      5. File
      6. Perfume
      7. Wigs
      8. Combs
      9. Brushes

(Continued)

FREE PLAY ACTIVITIES
(Continued)

8. Dramatic Play Areas (Continued)
   - b. Barber Shop
     1. Shaving foam
     2. Toy plastic razors
     3. After shave lotion
     4. Combs
     5. Pan of water
     6. Towels
   - c. Store Play:
     1. Empty food cartons
     2. Sacks
     3. Cash register
     4. Play money
     5. Purses
     6. Billfolds
   - d. Restaurant Play:
     Restaurant area with tables, chairs, centerpiece and candles, napkins, dishes, and small articles of food like raisins, breakfast cereals [illegible]
   - e. Library:
     Main desk, small tables, books and magazines on shelf, stamper and small slips of paper. Put up sign that reads, "Quiet please, Library."
   - f. Office Play:
     Telephone book, typewriters, adding machine, telephones, envelopes, paper, stamps, ink stamps, desks and chairs, pens, rulers, and any other office equipment you can think of.
   - g. Post Office:
     Envelopes, stamps, paper, mail bags, writing equipment, shelves for sorting mail.
   - h. Theatre:
     Chairs set up in rows in darkened area of room divided by shelves. Tickets, popcorn, and large picture books for the show.
   - i. Doctor and Nurse:
     Adhesive and cloth bandages, cots covered with sheets, dolls, white shirts, nurse and doctor hats made from construction paper, play stethoscope, cotton, water, and plastic bottles.

9. Other Activities:
   - a. Blocks or Lincoln logs:
     1. Small toy animals
     2. Small toy people
     3. Masking tape on floor marking off sections
     4. Large paper or sheet with roads, railroad tracks, houses, schools, etc. drawn on it.
     5. Transportation equipment
   - b. Obstacle Course
   - c. Masking tape on floor:
     1. Road
     2. Hop Scotch
     3. Shapes
     4. Lines and curves to follow
     5. Bean bag toss into designated marked off area
   - d. Record Player:
     1. Towels on floor or chairs so children can sit and listen
   - e. Book or Quiet Corner:
     1. Rug
     2. Books, pictures, magazines, wallpaper book, catalogs

(Continued)

FREE PLAY ACTIVITIES
(Continued)

9. Other Activities (Continued)
   f. Science Corner:
      1. Gerbils
      2. Guinea Pig, Hampster
      — Or other live animals, depending on teacher preference.
      3. Fish
      4. Plants
      5. Bread mold
      6. Bird wings
      7. Bones
      8. Racks
      9. Cross section of tree
      10. Driftwood
      11. Seeds
      12. Touch board
      13. Magnifying glass, magnets
      14. Leaves, branches showing bugs
      15. Corn, Indian, popcorn, & fee corn
      16. Squash
      17. Birds nest
      18. Beehive
      19. Ant farm
      20. Pine cones, all kinds
      21. Acorns
      22. Coconut shell
      23. Nuts of all kinds
      24. Sea shells
      25. Animal skins
      26. Sprouting potatoes
      27. Celery or carnations in colored water
      28. Wheels and pulleys
      29. Mineral or coal garden
      30. Terrarium
      31. Cactus
      32. Pan of water — watch it disappear
      33. Different types of fruits & vegetables
      34. Seeds in glass with cotton to watch sprouting
      35. Sunflower or flowers
      36. Books and pictures

Courtesy of Child Development Centers of Minnesota
By: Terrie Thompson, Head Teacher
Roseville I
AND
Dorene Peterson, Head Teacher
Afton View

Compiled by:
Licensing Division Comprehensive Program Bureau
Department of Public Welfare
Centennial Building
St. Paul, Minnesota 55155

OUTDOOR PLAY EQUIPMENT

Item	*Safety Features*	*Learning Experiences for Children*	*Guidance Techniques*
Swings	– Free of places that could pinch fingers. – Clearance available on each side of the swing.	– waiting for turns. – judging distance. – muscle coordination.	– encourage children to walk around the swings. – help the children sit on the swings instead of stand. – encourage children to swing themselves.
Slide			
Sand Box			
Jungle Gym			
Walking Board			
Other			

Appendix 40
Play

HOUSEHOLD ITEMS USED IN DRAMATIC PLAY AND CREATIVITY

From Bedroom, Clothes Closets, and Linen Chest:

Plastic bracelets – dangle toys, toys for handling, mouthing, dressing up
Shoelaces – stringing beads, practicing lacing shoes
Old gloves – puppet heads, dress–up, balls, doll clothes
Costume jewelry – dressing up, doll jewelry, Christmas ornaments
Men's clothing – shoes, gloves, shirts, jackets, pants, caps, work aprons, work jackets, uniform parts, mufflers – making large dolls, dress–up games.
Women's clothing – shoes, gloves, dresses, skirts, blouses, capes, coats, artificial flowers, aprons, handkerchiefs, scarves – dressing games, playing house, giving "concerts" and "plays," making large dolls.
Feathers – playing milliner, making party favors, doll clothes, funny animals
Leather handbags – doll shoes, doll bags, doll hats, costume flowers, belts, dress–up
Bead Necklaces – dress–up

From the Writing Desk:

Paper clips – necklaces, bracelets, manipulation toys
Paper fasteners – paper dolls, scrapbooks
Tissue paper – to tear, to twist and braid, to make puppet hair, to stuff paper–bag faces
Poker chips – manipulation, with slitted boxes
Scotch Tape – hats, pictures, scrapbooks, paper constructions
Playing cards – toss games, "building" card house, card games
Paper, medium weight – airplanes, parachutes, darts, drinking cups, baskets, woven mats, hats, boats, coloring, paper dolls, tearing
Glue, paste – modeling material, pasting

From Cellar, Workshop, Medicine Chest, and General Discard:

Boxes from gifts – storage, doll beds, doll houses, creating tiny scenes
Strips of patterned oilcloth – crib or wall decorations
Pieces of oilcloth with simple designs – baby books
Round wooden boxes with covers – baby toys, storage
Old magazines – cutting, pasting, scrapbooks, beads
Typewriter ribbon spools – wheels, pulleys, tops
Small tools – dramatic play, construction

Items from Out–of–Doors:

Small stones – playing Duck on the Rock, collections, collages
Sea shells – fantastic animals, birds, place–card holder, jewelry, ashtrays
Pine cones – fantasy animals, Christmas ornaments, artificial flowers
Acorns – string, make animals, birds, tiny dolls, doll's beret, play pipe.

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Appendix 41
Play

CHECKLIST FOR TOY SAFETY

	Yes	No
Label		
1. Is the toy recommended for the age group of children it will be used for?		
2. If the toy is painted, does the label say "non–toxic"?		
3. Is the cloth part of the toy "Flame retardant"?		
4. Is the stuffed toy washable?		
5. Have you had success using this manufacturer's other toys?		
Construction		
6. Is the toy free of sharp points, edges, pins, nails, and wires?		
7. Is the toy free of small objects that can be detached and swallowed?		
8. Is the string holding the toys short enough to prevent strangulation?		
9. Is the toy free of small places where fingers, toes, and hair could be pinched?		
10. Are wheeled toys well constructed and designed to prevent unexpected tipping?		
11. Are electrical toys well constructed to prevent misuse, shock, or burns?		
12. Is the toy sturdy and not easily broken?		
Use		
13. Have you instructed the child in the safe and correct use of the toy?		
14. Is there a storage space for every toy?		
15. Are the toys periodically checked for wear and potential hazards?		

Appendix 42
Play

U. S. CONSUMER PRODUCT SAFETY COMMISSION **CONSUMER PRODUCT COMPLAINT FORM**

If you know of an article intended for use by children or adults which you believe to present an unreasonable hazard, please let us know. The following information will enable us to take the appropriate action.

NAME OF THE ARTICLE OR A BRIEF DESCRIPTION ____________________

STOCK OR CODE NUMBERS ON ARTICLE PACKAGE ____________________

COUNTRY OF ORIGIN (IF IMPORTED) ____________________

MANUFACTURER OR IMPORTER (IF KNOWN) ____________________

WHERE AND WHEN WAS THE ARTICLE PURCHASED? ____________________

WHAT IS HAZARDOUS ABOUT THIS PRODUCT? ____________________

DO YOU KNOW OF ANY INJURIES INVOLVING THIS ITEM? ANY CLOSE CALLS? IF SO PLEASE TELL US THE CIRCUMSTANCES. ____________________

YOUR NAME, ADDRESS, AND TELEPHONE NUMBER ____________________

Please send this form to: U. S. Consumer Product Safety Commission
Washington, D. C. 20207

By permission from: Banned Products,
U. S. Consumer Products Safety Commission
Washington, D. C.
October 1, 1974.

WATER PLAY

Many people think of water play as an outdoor activity. It can be used in the playroom as a basic play material.

THERE IS MAGIC IN WATER:

For the timid child who hasn't found his place in the group.
For over–social behavior when a child needs to relax
For the aggressive child when situations become difficult.
For pure sensory pleasure, with plenty of time to explore.

THERE IS DISCOVERY IN WATER:

Experimenting with the properties of water such as displacement, buoyancy, cause and effect of wet and dry, dipping and pouring, what floats, what sinks.
Fantasy during dramatic play with boats and accessories.
Development of coordination from the use of various accessories.

PLANNING:

It takes planning to make water play comfortable and manageable for the teacher.

Setting up "kits" of equipment for the various kinds of water play so you may produce it when needed ensures more frequent use in the program.
Plastic aprons, sleeves rolled up, old newspapers placed on the table to absorb splashes are essential.
Paper towels for drying hands.
Plenty of space and materials for each child.
Sponges and mop should be handy.

KIT FOR POURING:

Plastic dishpan large enough to prevent splashing.
Small plastic pitchers.
Small cans, holes punched in bottom and sides.
Rubber tubing attached to funnel.
Plastic lemons.

KIT FOR FLOATING:

Plastic dishpan, tub, or tray.
Boats and fish of plastic or wood.
Corks.
Empty plastic pill bottles.
Balls.
Plastic toys.
A large photographer's developing tray or a zinc tray, inexpensively made at a tinsmiths – 6" deep, 27" wide, and 54" or 72" long. Several children may play at a time.
Small boats of various kinds, docks and bridges, a lighthouse made from a juice can and placed on a rock, provides dramatic and social play.
Purely manipulative water accessories may be provided one day, boats and docks another.

WATER PLAY
(Continued)

HOUSEKEEPING CENTER:

For bathing baby:
- Plastic dishpan
- Sponges
- Small cake of soap on a dish
- Towel to dry baby

Washing dishes:
- Plastic dishpan
- Soap and sponge
- Dish towel
- Small dish rack on tray
- A few plastic dishes

If there is sufficient table space for children, each with own pan, bathing babies at the same time encourages an exchange of confidence and feelings about the new baby at home.

BLOWING BUBBLES:

Assemble on a tray:
- Jar of thick yellow soap solution containing one cube of sugar and a few drops of glycerine.
- Sturdy pipes of plastic or corncob.
- Straws or plastic tubes (straws may be slit ½" at bottom and spread).
- Half pint plastic cheese container for each child.
- Pitcher of water to dilute solution in cheese container.
- Jar of water with detrol added to sterilize mouthpiece of pipe as each child finishes.
- Old newspapers for table.
- Paper towels to dry hands.

REAL WORK:

These chores and many others you will think of, offer children the special satisfaction of participating in a grown–up activity. Provide a basin of water, sponges, soap, with a mop close by for splashes. Remember to allow a longer time than an adult would take.

– Washing easels
– Washing tables after clay
– Washing tables after finger painting
– Scrubbing shelves
– Scouring basins
– Washing toys
– Cleaning paint jars and brushes

VALUES:

Water play has a relaxing and liberating effect which often carries over into children's use of other material. It's versatility encourages spontaneous and imaginative play. It also provides sensory satisfaction often denied because of lack of time during washing routine. Any nursery school which has tried this addition to the program, has been enthusiastic about it s benefits for the children.

Compiled by:
Licensing Division Comprehensive Program Bureau
Department of Public Welfare
Centennial Building
St. Paul, Minnesota 55155

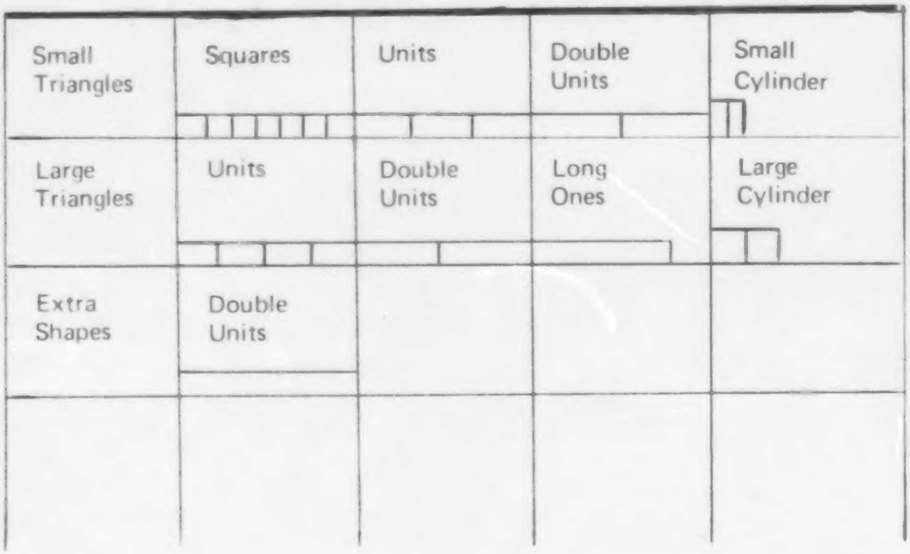
BLOCKS

There are specific things we can do in our work with young children to foster creativity, build number and space concepts, and develop perceptual skills. Some of these things have to do with providing the environment and climate in which important work and play can take place.

One area of work which children love and which provides an opportunity for creativity and concept building is block play. Here are some ideas that can be helpful in promoting creative building.

1. Provide enough blocks. A complete school set (600 blocks) is not too many for a group of 20 children.

2. Provide shelf space for your blocks with areas (for each kind of block) marked by dividers or with masking tape. To build space and number concepts, place each shape between the ones which are half and twice its size. Place the blocks longways so that their true size shows.



Small Triangles	Squares	Units	Double Units	Small Cylinder
Large Triangles	Units	Double Units	Long Ones	Large Cylinder
Extra Shapes	Double Units			

3. Keep hollow blocks in a different area. They lend themselves to noisy dramatic play rather than true building.

4. Provide floor space in an area that is free of traffic. Use shelves as a room divider or put blocks in a separate room if you have access to several small rooms.

5. Provide extra props. Small rubber or plastic animals and people, and small vehicles of all kinds are used with unit blocks. The small colored blocks of different geometric shapes can be kept in a separate basket or box and used as decoration.

(Continued)

BLOCKS
(Continued)

6. Be there. Your presence, sitting quietly on the floor, will attract children. Do not build for them but handle the blocks. Talk about sizes, shapes, balance, etc. Fade out of the picture when they are well started.

7. Allow enough time. An hour during free play is not too long for good block play. Let a child finish even if others are going on to a group activity.

8. Suggest a sign. "Please leave my building up." "Airport"

9. Leave the building up, for the parents to see, and until after the child has gone. Think how you feel when you spend an hour doing something and have to tear it apart in five minutes.

10. Communicate to the parents how valuable block building is and how their positive comments will reinforce more building. This helps a child to be creative, to build concepts and to learn skills.

11. During regular clean up, put away loose blocks, leaving those buildings of real value. Distinguish between buildings representing much time and effort and those representing only a few minutes work. Give special permission to leave buildings up.

12. Teachers or aides put the blocks away after the children have gone. They usually will not play with a building a second day, and it will take up space that can be better used for a new building. This is extra work but the dividends are great!

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MASLOW'S HEIRARCHY OF NEEDS

Self–Actualization (need to do what one does best)
Esteem (need for self–respect, respect of others, and recognition)
Love and Belongingness (need for friendship, affection, acceptance)
Safety (need for security, protection from harm)
Physiological (need for food, water, warmth)

To move up the ladder, all the needs must be met in each area.

Appendix 46
Positive Guidance and Behavior Control

FEARS OF CHILDREN 1 TO 5 YEARS OF AGE

Listed below are a few of the typical fears of young children. From your experience, add other fears that you have encountered.

AGE	*FEAR*
0	Loud and sudden noises; pain.
1	Animals; Unfamiliar persons, places, things; High places.
2	Pets; Farm animals; Darkness; Halloween masks; Sudden movements; Fear of being dropped; Precarious footing.
3	Most animals; Monsters; Ghosts; Sudden changes of any kind; Fear of being left behind.
4	Wild animals; Bandits; Loss of love; Exessive changes in routine.
5	Science fiction ideas; Thunder and storms; War violence; Fear of being hit by a car.

Adapted from Teaching Young Children by Martin, p. 5

PERSONALITY AND EMOTIONAL GROWTH

The purpose of this observation is to direct your attention to the many ways children express their feelings and the kinds of situations in which their feelings (emotional reactions) are likely to be provoked. Young children are usually quite free and spontaneous in their expression of emotion – so much so that at first you may be surprised and even shocked at some of the behavior you see. These children are likely to express "full blast" the emotions that they experience, to "act out" directly how they are feeling inside. You are just as likely to observe children fighting, snatching, crying, or pulling someone's hair as you are to see them showing affection to another person, laughing or smiling. All of these reactions are "normal" in preschool youngsters and part of understanding and liking children lies in learning to accept both kinds of behavior, in learning to like children at the times they are "making trouble," as well as at the times they are behaving in ways you perhaps find more pleasing to watch.

In your observing, be sure to note facial expressions, as well as voices and bodily reactions, for it is through his whole body that feelings are expressed by the very young child. There will not be many, if any, temper tantrums for you to see, but by watching closely, you will often see a smile or a frown, a clenched fist, a puckered lip, or a hand holding tight to the teacher. All of these are eloquent expressions of feelings though they are not violent outbursts of joy or frustration.

The following list of questions and general statements should aid you in your observation on "Personality and Emotional Growth." Most likely, you may not be able to see all of these various feelings, but be aware of what feelings children are expressing.

1. How do children show when they are happy – verbalization, facial expression, bodily movement or what? Give examples.

2. How do children show when they are angry, frightened or unhappy? Give examples. Do they seem to have a favorite way of comforting themselves in these situations? Describe.

3. How do children show a liking for others in the group?

4. What different ways have you seen children respond to frustration, such as having a block building knocked down, having an adult stop their play because it was time to do something else, etc.? Give examples.

5. Describe situations in which you have seen children take out their feelings on an innocent party, e.g., left their blocks after they fell down and hit a child not involved in the incident on the other side of the room.

6. How do children show initiative and trust in others?

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SEPARATION: A DEVELOPMENTAL CHALLENGE

By Rita M. Warren

Separation is something we all deal with throughout life, from relatively minor losses like friends moving away to the ultimate separation, death. How we all handle separations is laid down very early in life, literally from our peekaboo days when we first deal with the disappearance and reappearance of someone we love. How we help children handle separation, then, is of the first importance and is truly life–shaping.

Often, we as adults don't deal with separation issued adequately precisely because we didn't have the early help *we* needed to master separation. There is also a natural tendency to gloss over or make light of separations which are important to young children because separation *is* painful, and all of us wish we could avoid dealing with it. So, if we can pretend to ourselves that starting school or entering day care or going to camp is purely exciting and fun––and skip the separation issues––we may feel better for the moment but it may be at too great a cost both to the child and to our relationship with him.

First separations––like other developmental challenges––can be experiences of mastery or can be dismal failures with built–in future pitfalls. For the parent/child relationship, successful separations strengthen basic trust and the child's view of the parent as a source of support. Unsuccessful experiences threaten trust and undermine confidence. In short, it's not worth it, by any standard, to gloss over, deny, or avoid separation issues which, unhandled, only proliferate.

How then do we handle separations in ways which lead to mastery? Once denial, etc., are out of the way, most people will know "instinctively" how to handle it. First, with honesty; second, with the degree of seriousness appropriate to the specific separation situation; third, with whatever supports the child finds useful in bridging the gap.

People lie a lot to children, at best––well–meaning, supposed–to–be protective lies like "the shot won't hurt" and "Grandma went away on a long trip." Separation, for the reasons cited above, seems to lend itself especially well to implicit and explicit lying. Many parents don't tell their young children when they are going out at night, on the grounds that they probably won't wake up anyway and what they don't know won't hurt them. Unfortunately, what they don't know is precisely what *does* hurt them if they then wake up to find a stranger in the house and no parents. Less well–meaning are parents' use of threatening to go home and leave toddlers alone in the park if they don't stop playing and come right this minute. It's interesting that at such difficult moments, parents *do* know what will really hurt. . . .

Children starting nursery school are told that Mommy will stay just as long as Susie wants her––and then she disappears at the moment when the nursery school teacher no longer wants her. Parents carefully prepare a child for the birth of a new baby but may fail to handle what may be the most difficult part of all: mother's disappearance for several days––and she almost always leaves in a hurry and in a state in which she is less than usually responsive to the older child's needs and fears. Death is handled with refinements of the euphemistic ways our whole culture handles death, and young children who need special intensive help in coping with something which for them is truly unthinkable, are instead helped to deny and avoid the pain of permanent loss.

(Continued)

The simple truth may seem too simple, but that is all that's required. There are some few rare occassions when the truth would be a burden for children, and truly protective parents have then to suffer through lies of omission or commission. But the exceptions are relatively few. Ninety–nine and forty–four hundredths percent of the time, children should be given the simple, unadulterated truth in language or other ways they can understand.

Some of the difficulty all of us have with separation lies in the need to deal with the normal hostility present in every relationship and the concommitant fear that somehow we have driven the absent person away. In every separation, children and parents seem suddenly to have heads resounding with echoes of every hostile thought and wish that each has ever had toward the other. And childish logic, often still operating in adults, says that if you once wished Mommy dead or Sally unborn that now is the time when those evil thoughts may come home to roost. So, pushing this logic a step further, the only safe thing to do is to keep an eye on that person because who knows what might happen if you are apart. Although this kind of fear is probably always present, it rarely comes to the surface, so that it may be felt simply as a generalized anxiety. But, particularly if there is prolonged difficulty with a simple separation, it is important to assume that such feelings are present and need our attention.

Whenever it is humanly possible, enough time should be allowed for the child to become an active master of his own fate. Most children, with adequate time and adequate support from those he leaves and those he goes to, can make a positive decision to separate rather than merely a reactive accommodation. This does not mean that children can have the power to decide whether or not they will enter day care or school, but that the enforced separation, which is going to occur however the child feels, can be experienced by the child himself as a positive move toward being a "big boy." The goal for the child, by the time he is 2½ or 3, should be for him to be the one who leaves his mother, not the other way around.

Especially when there is inadequate time for a slow careful sensitive separation process, advance preparation can help considerably and substitute for at least some aspects of the separation process itself. For example, when a mother beginning a new job simply cannot delay beginning and must enter the child in day care from one day to the next, she can, if she is aware of and convinced of the necessity for making the separation a developmental step, use whatever time she has in talking about it, playing it out, if at all possible getting in a pre–visit. She can help the child choose a meaningful blanket or toy to bridge the gap between home and day care. She can, with the child present and participating, make a long list of his likes and dislikes and habits and routines which will assure the child both of his mother's concern for his comfort and the family day care or center staff's interest in him. It often helps not just to reassure a child that you will be back but to build your return into his life structure. "When I get back, I want you to have your things packed in this bag." Familiar nagging mother is much more reassuring than unsure mother promising return as though it weren't quite certain and required special promises.

For children in day care, there are both special needs for attention to separation and built–in stumbling blocks to getting those needs met. It sometimes seems as though nobody–– children, parents, caregivers––is willing to face up to the essential fact that most children in day care spend more waking hours with their caregivers (family day care or center staff) than they do with their parents, and that this fact requires that separation be handled with seriousness as a major factor in children's and parents' lives. On the contrary, separation is nowhere more played down and glossed over than in day care. It is almost as though we can't quite bear to dwell on it, so the attempts that are made are often hurried and inadequate. It's as though we say, "Let's hurry and get this over with so we can get on with life," rather than seeing work on separation as an integral part of life, to be coped with every day, hopefully with increasing comfort and mastery.

(Continued)

SEPARATION: A DEVELOPMENTAL CHALLENGE (Continued)

Techniques are less important than the acceptance, by everybody, that even little separations are important and require our sensitive painstaking care. As in other areas of development, mastery breeds mastery and even a very young child can be helped to look at his past successes to strengthen him when he has a new separation to cope with.

Most kids also love to hear stories from grownups about either childhood experiences or current ones––how scared Daddy was when he started kindergarten or how nervous Mommy felt when she started her new job last week. The idea that big, competent grown–ups also get scared and are obviously (at least from the child's point of view) easily able to cope is very reassuring as well as conveying something to the child of the universality of his feelings. Long before the child could put it into words, he can feel "I'm like everybody else" rather than "Something's wrong with me 'cause I'm scared." He can connect past successes with the current challenge and put his energies into the new attempt at mastery, so long as his "baby" feelings are also understood and accepted. He will feel close to and supported by grown–ups who are able to let themselves feel it through with him and grant him the right to experience the separation as scary and his triumph over his fear as a giant step forward.

Used by permission from the Minnesota Family Day Care Project, Caring For Children (I), p. 2–3.

GUIDELINES TO FOLLOW WHEN SETTING LIMITS

1. Set only necessary limits. Many constant interferences, make the child hostile. The only limits set are those which protect and support the child and the group.

2. Be sure the child understands the limits. The limits should be defined in simple, concise terms, that are repeated as often as necessary.

3. Be consistent without being inflexible or afraid. A teacher when making a mistake must be willing to change positions to help the child.

4. Maintain the set limits. A teacher helps a child accept a clearly defined limit, which helps the child grow.

5. Be comfortable with the limits set. A child will "test out" the limits, the teacher must be at ease with the limits so they can be maintained.

6. Adapt the limits to the needs of the individual. A child that is starting self—assertion may need to have the limits relaxed until certain of continuing acceptance by the teacher.

Adapted from The Nursery School by Read. Page 222—237.

Appendix 50
Positive Guidance and Behavior Control

TEACHER GUIDELINES FOR DIRECTING THE BEHAVIOR OF YOUNG CHILDREN

1. The tone of voice the teacher uses should be positive, pleasant, calm, and matter–of–fact.
2. The teacher should give a child a choice only when the choice is really the child's.
3. The teacher should give the feeling that the request needs to be followed to completion.
4. A teacher's non–verbal and verbal behavior should be consistent with one another.
5. A teacher should be able to observe all the children at the same time.
6. The teacher gives suggestions instead of commands.
7. The teacher avoids favoritism which may result in the neglect of others in the group.
8. When limits are necessary, they should be clearly defined and consistently maintained.

Adapted from *Good Schools for Young Children* by Leeper, p. 77, and *Day Care Aides*, p. 33–35.

INFANTS

Feeding

1. Each infant until able to hold the bottle should be held during bottle feeding. Bottles should not be propped.
2. Feeding times should be individualized to meet the needs of the children.
3. A record of the feeding times should be kept to show the child's pattern.

Diapering and Toileting

1. The diapering routine should be kept flexible to ensure that the children are kept dry and comfortable at all times.
2. Parents should provide a complete change of clothing that can be used as needed.
3. Staff members should wash their hands after changing each child.
4. Before being diapered, the child should be washed with a separate cloth.
5. Diapers can be provided by parents or the center. When the center provides the diapers, disposable diapers must be used.
6. Toilet training should be in cooperation with the parents and should be started when the child is developmentally ready.
7. Training chairs should be washed after each use.

Working with the Infant

1. Staff members should hold, cuddle, and play with each child sometime during each day.
2. The staff members should respond, talk to, and listen to each child's attempts to communicate.
3. During each day, infants and toddlers should be allowed freedom of movement. This can be accomplished by:
    - a) allowing the non–creeping infant to spend part of each day on a clean carpeted floor or large blanket.
    - b) allowing the creeping infant to have freedom outside of the crib or playpen for several hours of each day. The playpen and crib should be used only for sleeping or short periods of time.
    - c) allowing the toddler to explore, move about, and handle safe objects.
4. Equipment and materials provided for each child should foster physical, mental, social, and emotional development.

Adapted from DPW, Rule Number 3, p. 10–11.

Appendix 52
Principles of Child Development (Birth–2 Years)

INTELLECTUAL DEVELOPMENT OF THE INFANT

Cognitive Stimulation

1. A variety of toys can be used for perceptual stimulation. It is best to start with familiar items and lead into the unfamiliar.
2. The use of nesting cups and pop beads by infants shows they have some fine muscle control. The next step can be simple puzzles.
3. The adult can do the puzzles several times for the child and gradually the child will help with putting in more and more pieces.

Verbal Development

1. Songs that contain few words and have easy melodies can be learned by small children after hearing them often.
2. When teaching songs the child should be held facing the adult. The adult should move body to the rhythm of the music and articulate the words carefully.
3. Books can be introduced to children early if the child's attention span is taken into consideration when selecting the book. Children can identify and relate to simple picture books.
4. Books can be made by cutting pictures out of magazines and making their own story.

Appendix 53
Principles of Child Development (Birth–2 Years)
Teaching FOR the Child

YOUR CHILD'S DAY

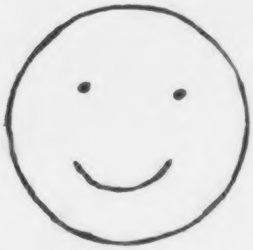
Early Learning Center
Lommen Hall
Moorhead State College

Name ______________________________ Date ______________________________

Lunch	Snacks	Nap	Special Activities
_____ Main Course	___ 8:30	______ Hours Child Slept	
_____ Vegetable	___ 10:00		
_____ Dessert	___ 3:00		
_____ Milk			

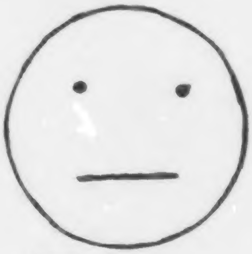
The number means how many helpings child ate.

X means that child ate the snack.



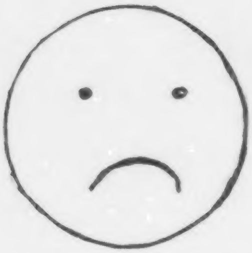
Happy

(Mostly the child should have these kinds of days)



Averages

(Maybe child was over-tired or didn't feel like participation but wasn't really unhappy)



Sad–Unhappy

(Which would put every-one on the alert for changes in the child's life, such as illness or emotional happenings)

Comments:

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GUIDELINES FOR OBSERVING CHILDREN

1. Observations provide a basis for understanding the ways children grow, develop, act, react, and think. Understanding this, the teacher can design teaching skills for each child.

2. Be objective! Do not put your own personal interpretations or emotions into the observations. Do not label the child's behavior with words such as "good," "bad," "always," or "never."

3. Observe the whole child. Children communicate through their face, body, eyes, language, tone and tempo of voice, and movements.

4. Practice your observations until you record the right amount of behavior. Don't be too specific nor too general.

5. After recording observations, give specific examples for your interpretations.

6. Through observations and practice, you become aware of what you are recording about the child and why.

7. Record behavior over a period of time to have a record of the child's development.

Appendix 55
Principles of Child Development (2–5 Years)

HAVIGHURST'S DEVELOPMENTAL TASKS OF INFANCY AND EARLY CHILDHOOD

1. Walking
2. Taking Solid Foods
3. Talking
4. Controlling Elimination of Body Wastes
5. Developing Sexual Modesty and Learning Sex Differences
6. Developing Concepts and Language Refinement
7. Preparing to Read
8. Developing a Conscience

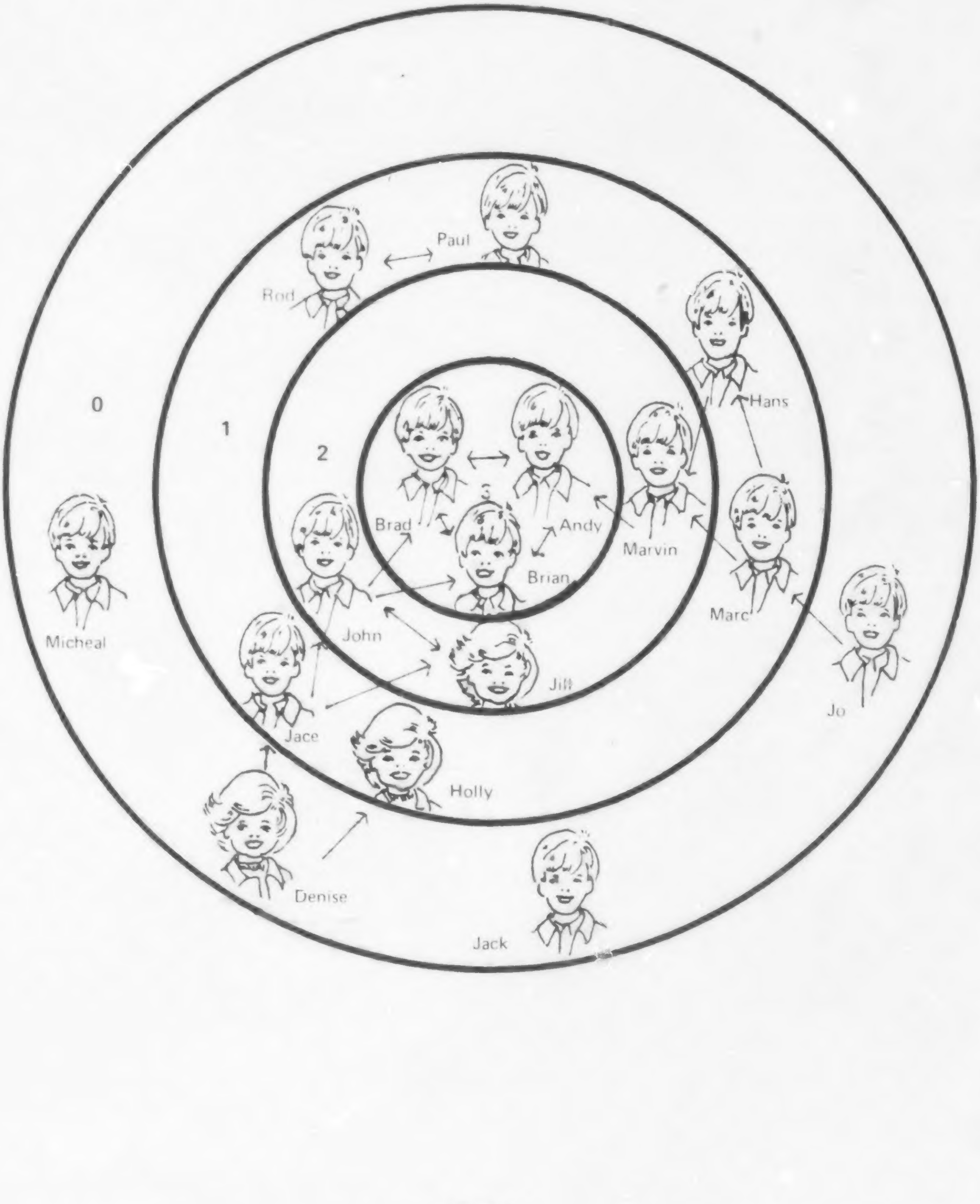
The tasks of early childhood can be looked at from several disciplines: Biological reasons for maturation, Psychological reasons for personality development, Cultural reasons for environmental differences, and Educational reasons for the developmental progress of the child.

Adapted from, Developmental Tasks and Education by Havighurst, p. 8–18.

Appendix 56
Principles of Child Development (2–5 Years)

SOCIOGRAM

Observe the children in your center for a period of time. List the number of times each child was selected or sought after and by whom. Place each child's name in the circle that corresponds with the number of times selected. Draw conclusions from your illustration. Suggest methods of helping the children.


0
1
2
3
Paul
Rod
Hans
Brad
Andy
Marvin
Brian
Marc
John
Micheal
Jill
Jo
Jace
Holly
Denise
Jack

Appendix 57
Principles of Child Development (2–5 Years)

INTELLECTUAL DEVELOPMENT OF CHILDREN

1. Memory: Record specific instances of memory you can observe. These may be auditory, visual, or something tasted, touched, or smelled, etc. Example: Jan said, "We had chicken for dinner last night;" or Cher said, "You wore a red dress yesterday;" etc.

2. Imagination: Describe situations in which a child displays imagination, i.e., evidences of "make believe," pretending, etc.

3. Reasoning or Problem Solving: If you observe evidences of reasoning or problem solving, describe what took place. Examples: If I don't eat too many sandwiches, I'll have room for two desserts, etc. How does he try to solve problems? Is he easily discouraged or is he ready to try again and again.

4. Forming Generalizations or Drawing Conclusions: Describe any situations you may observe in which a child, after repeated experiences, makes a statement which summarizes his opinion or feelings. Example: Charles attempted (eight different times) to ride his tricycle up the steps. As he rode away he said, "I can't ride up the steps." etc.

5. Language: Is his skill with language well established? What about the size of his vocabulary? Length of sentences? Complexity? Ability to convey thoughts to others?

6. Concepts:

   a. Time: Statements about time, present, past, future, morning, afternoon, etc.

   b. Space or position: judgement of distance, up, down, beside, near, on, top, under, over, forward, backward, right, left, inside, outside, etc.

   c. Shapes of objects: round, square, flat, etc.

   d. Size: large, small, big, little, tall, short, fat, etc.

   e. Weights or measure: heavy light, pounds, inches, quarts, etc.

   f. Number: counting, 1, 2, 3, etc., "many," "few," "lot," etc.

   g. Ownership: mine, yours, teacher's, nursery school's, etc.

   h. Color discrimination: record any comments made about the color of objects.

7. Is there richness in children's play ideas? Do the children show initiative? Resourcefulness? Creativeness? (Observations of block play, painting, play work, music, dramatizing will offer excellent examples here.)

8. Do the children ask thoughtful questions? Are they observant?

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SENSORY EXPERIENCES AND CONCEPT FORMATION

How can you define soft or hard without touching something? How do you explain red? How do you describe a drum beat? The experiences you make available in your class room are the mental tools your children use to develop his understanding of the world around him.

A science table that has a feeling box, with assorted materials such as cotton, sandpaper, rocks, etc., help you point out many discriminations. Try a smelling box and a tasting box also. Vary the snacks to introduce and discuss new tastes. Fingerpainting with red is fun. All of these (and many more you will think of) need you to help the children realize and talk about the differences made evident.

What are the concepts you are trying to distinguish? Here is a list with some ideas as to how you could teach them––look for ways to point out differences all through your program.

VISUAL DISCRIMINATION

Long, longer, longest	felt or paper strips; sticks, ribbons
Small, smaller, smallest	nested boxes; blocks, buttons, measuring cups
Big, little	blocks; jars; buttons; balloons; toys
Tall, short	felt figures; teacher and child, buildings
Wide, narrow	pieces of cloth and paper; scraps of wood; boxes
High, low	jump rope; small ball; action rhythms
Above, below, under, over	blocks, collage, finger plays
On, in	box with colored stones––buttons
Color matching and recognition	finger paints, easel painting, colors––the colors in the children's clothing
"What's missing or what has been added?"	small objects in a box or on a tray (children close eyes as objects are switched)

(Continued)

SENSORY EXPERIENCES AND CONCEPT FORMATION

(Continued)

AUDITORY DISCRIMINATION

Quiet, noisy	two boxes, one containing something that rattles (such as stones or beads) and one containing cloth or paper
Bell sounds	bells of varying shapes and sizes for a variety of tones
Falling sounds	feather, leaf, stone, block of wood, cotton
Shaking sounds	Maracas, baby rattle, pebbles inside coffee can
Musical sounds	variety of rhythm instruments

TACTILE DISCRIMINATION

Textures – smooth, rough	sandpaper, tissue, stone, waxed paper, tree bark, velvet, wool, fur, cotton
Outline of shapes	Thin wooden, circle, square, triangle, rectangle, letters cut from sandpaper
Recognition of objects	Four different–shaped objects, each tied in end of sock – children guess what each is by feeling it (change objects often)
Hard, soft	Handkerchief, rock, cotton batting, nail, sponge

TASTE DISCRIMINATION

Identifying food: sweet, salty, sour	small jars filled with salt, sugar, unsweetened lemonade
Trying new foods	variety of vegetables and fruits etc., samples of fruit, juices, honey, molasses, maple syrup – be sure to squeeze the orange to make orange juice, take nothing for granted.

(Continued)

SENSORY EXPERIENCES AND CONCEPT FORMATION

(Continued)

SMELL DISCRIMINATION

Identifying objects by smell	cake of soap, vial of perfume, pine sprig, onion, vials of kitchen spices, orange

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OBSERVING PHYSICAL AND MOTOR DEVELOPMENT OF YOUNG CHILDREN

Observation should be done with a purpose in mind. You may not see each activity mentioned. But you should be able to observe several different activities showing how a child is using his body. You may think of other examples of physical behavior to observe.

1. How does the child walk? How does he hold himself? How does he use his feet and arms?
2. How does the child skip? Run? Gallop?
3. How does the child pick up and use big blocks? What does he build?
4. How fast does he ride a tricycle? How does he negotiate curves and obstacles?
5. Does he climb easily? Swiftly? With confidence?
6. How does the child put together puzzles? Is he able to use paints, crayons, and scissors easily? What is he doing with other parts of his body when he uses these materials?
7. What activities during the day promote good physical and motor development in the child?
8. What safety and health precautions are practiced during these activities?
9. Can you find an example of the relationship between good health and good mental activity? Between good physical development and emotional health?
10. What types of physical activity are missing in the program?
11. List below activities to help the child develop:

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SAMPLE MENU PLANNING FORM

U. S. D. A. Requirements

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Breakfast Juice or Fruit Bread or Cereal 1 oz. Protein Milk	Grapefruit Sections Cheese Toast Milk	Orange Juice Pancakes and Syrup Milk	Tomato Juice Toast Scrambled Eggs Milk	Apple Juice French Toast and Syrup Milk	Grape Juice Oatmeal with Brown Sugar Milk
A.M. Snack Milk or Juice Bread or Cereal	Milk Dry Cereal with Raisins	Milk Cinammon Toast	Milk Crackers & Cheese	Milk Graham Cracker/ Peanut Butter	Pineapple Juice Carrots & Celery Sticks Wheat Crackers
Lunch Meat or Alternate Vegetable and/or Fruits Bread Butter Milk Other foods as needed	Ground Beef Patty w/catsup Green Beans Sliced Tomato & Lettuce with Hamburger Bun Fresh Apple Milk	Hot Dog Baked Beans Coleslaw Hot Rolls for Weiners Chocolate Pudding w/coconut topping Butter Milk	Sliced Baked Chicken Whipped Potatoes w/Gravy Lettuce Salad w/French dressing Fruited Jello Butter Milk	Fish Sticks Broccoli Sliced Tomato Cornbread & Honey -- Butter Peach Crisp Milk	Meat Loaf w/catsup Whipped Potatoes Spinach Jello w/banana slices Butter Milk

(Continued)

SAMPLE MENU PLANNING FORM
(Continued)

P.M. Snack	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Milk or Juice Bread or Cereal	Milk Oatmeal Drop Cookies	Grape Juice Peanut Butter Sandwich	Milk Bar Cookies made with cereal	Orange Juice Cinnamon Toast	Milk Frosted Graham Crackers

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OBJECTIVES OF SCIENCE ACTIVITIES IN THE PRESCHOOL

1. To enable the child to gain a sense of appreciation and wonder of the world around him/her.
2. To give the child experiences of learning by doing.
3. To provide for the child opportunities to use tools, equipment, and familiar materials.
4. To develop in the child a method of solving problems that becomes more deliberate and calculating with age.
5. To help the child develop basic concepts of the world around her/him.
6. To keep the child safe in his environment by knowing the hazards.
7. To help the child avoid fears and frustrations by being able to interpret and control own world.
8. To enable the child to experience success.

Appendix 62
Science

MEETING SCIENCE OBJECTIVES IN THE PRESCHOOL CLASSROOM

Science Objective(s): (as a result of this activity the children will . . . .)

Science Activity:

Length of Time Needed to Obtain the Objective(s):

Age of the Children:

Teacher's Role: (what did the teacher do or say to start the experience and keep it going)

Results: (was the objective met; how successfully — give specific examples of the objective being met: children's statements, results of the experience, changed behavior, etc.)

THE TEACHER'S ROLE IN SCIENCE ACTIVITIES

1. The teacher should know the developmental levels of the children and adapt the science experience so the children can be interested and challenged, without fear of failure.

2. The teacher should try very hard to overcome personal fears of certain animals or areas of physical science.

3. The teacher can help the child enjoy the surroundings, see relationships, and develop aesthetic appreciation of natural beauty.

4. When a child asks questions the teacher can help the child say exactly what he/she wants to find out and supply accurate information.

5. The teacher is responsible for setting the limits and for insuring that the experiences are not dangerous, so that the child can investigate safely.

6. The teacher can use questions such as, "What happened?", "Let's try this again and see if the same thing happens.", "Does this look like anything else we have played with?", to stimulate a child's natural curiosity.

7. Social growth can be promoted when science experiences involve two or more children.

8. The teacher uses many opportunities to teach science, using formal, informal, and incidental methods.

Appendix 64
Science

SCIENCE EXPERIENCES

BIOLOGICAL

- environment
- indoor gardening
- care of animals
- weeds
- parts of plants
- soil
- air
- weather
- human processes
- insects
- families
- kinds of animals
- the five senses
- seasons
- sea life

PHYSICAL

- magnets
- float–sink
- electricity
- liquids
- machines
- energy
- airplanes
- astronomy
- space
- traffic safety
- friction
- household equipment
- water
- levers
- wheels
- fire
- time
- geology
- cooking
- sound
- pulleys

For other ideas see Science Projects Bibliography.

Appendix 65
Science

CONCEPTS TO BE EXPLORED IN SCIENCE

Area	Specific Concepts to be Explored	Age of Children	Length of Unit
PHYSICAL SCIENCE			
1.			
2.			
3.			
BIOLOGICAL SCIENCES			
Humans			
1.			
2.			
3.			
Animals			
1.			
2.			
3.			
Plants			
1.			
2.			
3.			

Appendix 66
Science
Teaching FOR the Child

HOW TO DO FIELD TRIPS

You are ready to go if you can answer "yes" to all these questions.

	Yes	No
YOU		
1. have formed definite purposes for this field trip? List the purposes: ________________________ ________________________ ________________________		
2. have calculated how long it will take to get to the field trip site and how long the visit will take?		
3. have taken into consideration the developmental levels of the children and their previous experiences?		
4. have obtained permission from the administration and the parents to take this field trip?		
5. have visited the site of the trip before taking the children to become familiar with what they are to see?		
6. have visited with the person who will be conducting the tour?		
7. have arranged the transportation so that if more than five children are in the car, there will be an adult and a driver?		
8. have invited parents to help in the planning and implementing of this field trip?		
9. have planned with the children so they can become familiar with what they will see?		
10. have creative ideas for evaluating the field trip with the children and ideas for follow–up activities?		

Appendix 67
Science
Teaching FOR the Child

FIELD TRIP EVALUATION SHEET

Topic:	
Purposes:	
What is to be seen:	
Person to contact:	Phone:
Number of children to be involved:	
Time required Transportation time:	Visit time:
Visiting times:	
Age of children:	
Value of the trip:	
Suggestions for Improving the Trip:	

SCIENTIFIC EXPERIMENTS IN THE PRESCHOOL

1. With the children, decide on the problem; restate it for them.
2. As a group, decide on the method(s) of solving the problem.
3. Collect all the materials needed, so the experiement can continue once it has started.
4. Only the children that are interested need take part in the experiment.
5. The children need only work as long as they are interested; the teacher may have to find a method of re–interesting the children.
6. The children may work best alone.
7. Encourage the children to observe what is happening carefully.
8. The teacher is available to answer questions the children raise.
9. The classroom may become noisy with the excitement of discovery.
10. The children never fail at a science experiment.

SCIENCE EXPERIMENT EVALUATION SHEET

Experiment:
Objectives:
Motivation of the Children:
Materials Needed:
Procedure and Activities:
Time Required:
Follow-up Activities:
Evaluation:

SUGGESTIONS FOR USE OF RESOURCE PEOPLE IN THE PRESCHOOL

1. Before inviting a resource person, identify the purposes for having the particular person and the concept you want developed with the children.

2. Use your imagination and connections in finding people to share their experiences with the preschool children. Parents, businessmen, other teachers, older brothers and sisters can all be used.

3. Regardless of whom you select to speak, be sure they can talk with children. The children will lose interest and not gain understanding if the speaker talks at a level above the children.

4. Contact the person you wish to visit your center by the telephone. Follow up the initial phone visit with a letter, explaining where, when, and what you wish brought or said. You may want to include specific questions the children have asked about the subject.

5. Plan a method of evaluating the effectiveness of the speaker with the children and follow–up activities for the children.

6. Write a thank–you to the resource person after the presentation. Mention the children's comments.

Appendix 71
Science

RESOURCE PERSON EVALUATION SHEET

Topic:

Purposes:

Description of the Presentation:

Contact:
Phone:

Speaker:

Times Available:

Age of Children:

Preparation of the Children:

Value of the Speaker:

Suggestions for Improving the Speaker's Effectiveness:

SIMPLE SCIENCE IDEAS

BIRDS

1. String fruit loop to put on tree for bird.
2. Use birds as topic basis for gross motor play and rhythms.
3. Roll pine cones in suet and/or peanut butter and bird seed and put on tree for bird.
4. Use bulletin board display to learn about different birds and their homes.

ELECTRICITY

1. Rub feet on rug and touch someone to feel static.
2. Rub balloon on hair and watch it stick to wall or clothing.

FISH

1. Use sardines for snacks.
2. Establish an aquarium.
3. Display skindiving gear in school.
4. Have children wear flippers in school.
5. Discuss the shape of fish and the why of it.
6. Show shellfish and perhaps a live crab.
7. Collage of seaweed and fish shape with aquarium frame and saran wrap cover.

INSECTS

1. Creepy–crawly caterpillar record.
2. Put a spider in a clear plastic container – add a moth and a cover. Watch spider spin a web to catch the moth. Have a stick or a piece of paper from which the spider can hang his web.
3. Establish an ant farm.
4. Plant marigolds outdoors in the spring – then the new class of youngsters in the fall can enjoy the butterflies attracted by the flowers.
5. Make caterpillars out of ½ an egg carton (long ½) and have children decorate.
6. Make butterflies from non–snapping clothespins by pushing precut tissue paper up through the slot. Add a pipecleaner for antenna. Tape end.
7. Have child use pillowcase as a cocoon for caterpillar and wear scarves for wings of of butterfly to act out record.

LIGHT

1. Use of flashlight.
2. Show blinking lights.
3. Color paddles.
4. Play with projector light on wall.
5. Watch sun move.
6. Bright light through peephole.

(Continued)

SIMPLE SCIENCE IDEAS

(Continued)

MAGNETISM

1. How many different kinds of metal will attract?
2. What will not attract?

MAMMALS

1. What is it? Discuss.
2. Find animals in the room.
3. Classify kinds of animals – farm, circus, zoo, forest, etc.
4. Children find animal pictures to bring to school.
5. Use filmstrips available from library.
6. Remember the Nature Center, Carver Park Reserve, Route 1, Box 690, Excelsior, Minnesota, 472–4911.

MECHANICAL PROCESSES

1. Mount different kinds of wheels on board. (Use as table toy.)
2. Sing "Wheels on the Bus."

PLANTS

1. Plant sweet potatoes in water.
2. Plant carrot tops in soil.
3. Plant pineapple tops in soil.

ROCKS AND MINERALS

1. Salt, water, and string. Salt crystalizes on string.
2. Use inexpensive rock tumbler and show rough and polished differences.
3. Show petrified rocks.
4. Display smooth rocks from lake shore.

SHADOWS

1. Measure shadows in play yard.
2. Make a sun dial.
3. Poem – "I Have a Little Shadow." Go around building or tree to find out where shadow is big or small.
4. Talk about groundhog day legend.
5. Use flashlight – make shadows.
6. Finger plays done with light of projector and screen.
7. Shadow tag.
8. Find pictures of shadows.

(Continued)

SIMPLE SCIENCE IDEAS
(Continued)

SIZE

1. Compare the sizes of children's shoes.
2. Compare the sizes of blocks.
3. Have child lay down and draw around him.
4. Make height measure marks of each one in class on a ribbon stretching from floor to ceiling.
5. Compare fruit, clothing, animals, shapes.

SOUND

1. Gather objects from each child. Drop those you can on the floor, water, sand, table, etc. Which one breaks? Which one bends? Are they hard or soft? Are they smooth or rough? Have they ever been alive?

TEXTURES

1. Texture lotto – feeling game (fabric, foil, straw, fur, sandpaper, lace, etc.)
2. Rub chalk, pencil, or crayon over paper covering various textures (corduroy, leaves, wool, sandpaper, etc.).
3. Magnifying glass with textures – see differences in threads.

WATER

1. Melt snow into clear cloth – show what happens – it becomes water. Show how clear water is – children can see why it should not be eaten.

WEATHER AND TEMPERATURE

1. Thermometer – get large thermometer from hardware store. Show temperature in room. Discuss. Show temperature outside. Discuss.

WEIGHTS AND MEASURES

1. Measure "people" or real objects instead of inches.
2. Materials of contrasting densities of comparative size to show weight difference.
3. Compare objects by "lifting" and then by use of a bathroom scale.

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DEVELOPMENT OF SELF–CONCEPT IN CHILDREN

Guidance Principles

1. Always let the child know he/she is loved. You may not like what was done, but you still love the child.
2. Get a child's attention before speaking. Gear the statement to the child.
3. Ask, don't tell a child anything the child can see personally.
4. Suggest possible solutions to the problems, don't give the answers. Accept the child's ideas and methods without imposing adult standards.
5. Don't give the child a choice, unless there really is a choice.
6. State suggestions and redirection in terms of what the child should do, rather than should not do.
7. If in doubt about interacting with the children, don't unless their safety is in danger.
8. If you must interfere, give the reasons it is necessary whether for health, safety, consideration for others, time, or place.
9. The teacher may have to redirect a child to encourage a higher level of development.
10. Children should be encouraged to express their feelings, negative and positive, in acceptable ways.

Feelings

1. To help children get rid of angry feelings, provide a punch pillow or bean bag toss for them.
2. Have plenty of cuddly soft toys for children to hug and love.
3. Acknowledge the reality of feelings for both children and teachers.

Techniques

1. Self–concept is developed by giving everyone equal treatment, teaching children to follow directions, and by telling each child what she/he is doing right.
2. Learn the children's names and use them often.
3. Welcome each arriving child every day.

(Continued)

DEVELOPMENT OF SELF–CONCEPT IN CHILDREN

(Continued)

Techniques (Continued)

4. Watch the children to get to know them better.
5. Sing songs and play games that involve the children's names and body parts.
6. Encourage the children to try and find methods of reinteresting them in some of their projects.
7. Tell the parents of the child's successes.
8. Talk with and listen to the child.
9. Encourage the children to make decisions and to direct their activities.
10. Provide the children with constructive, honest, and positive feedback.

Materials

1. Select equipment and materials that are self–help, self–corrective, and support success.
2. Assign children to be responsible for cleaning up after group activities. Have each child responsible for cleaning up after finishing with the materials.
3. Have as much equipment and materials as possible on low, available shelves so the child can select them for play without having to ask the teacher for help.

Routines

1. Simple table manners learned from good examples make a child feel self–accepting at mealtime.
2. Independence in toileting experiences develops a positive self–concept.

Activities

1. Encourage child's self–identity through use as a helper. Describe to the child the role played and the way she/he helped.
2. Play "Simon Says" to teach listening and following directions.
3. Play "Hokey Pokey," "Head, Shoulders, Knees and Toes" to teach the child body parts.
4. Tell the children stories of the growth process. Relate to them how they used to be and how they are growing.

(Continued)

DEVELOPMENT OF SELF–CONCEPT IN CHILDREN

(Continued)

Activities (Continued)

5. Have the child trace around the other child's body, hands or feet. Have the children paint the figures, cut around the lines, and display them.

6. Use a full–length mirror in the center for the children to look and study themselves.

7. Label all the children's belongings with their names.

8. Take pictures of the children at the center. Use these for a bulletin board, for conversation time, or for story time.

9. Plan field trips for children to see adults working in non–sexist roles.

10. Have the children take roll and help the teacher record who is present and absent.

THE NURSERY SCHOOL TEACHER LOOKS AT HERSELF

1. Do I give children a feeling of stability and belonging?

2. Do I show warmth and affection without sentimentality or favoritism?

3. Do I encourage children to express feelings – such as joy in the color of a red pebble, triumph in the accomplishment of hammering down a nail, or protectiveness to the baby white rabbits?

4. Do I show firmness and consistency in handling the children?

5. Do I provide for the children an environment which will encourage expression both through language and constructive materials?

6. Do I encourage the child to use the materials he chooses creatively and independently?

7. Do I realize that patterns to follow or color, or that models to copy, hamper creative expression?

8. Do I refrain from asking children to make particular things?

9. Do I keep from suggesting what he is to do, as "Now, build a house," or "Paint a horse"?

10. Do I realize that just putting on "pretty colors" or just piling blocks may mean as much to a two–year–old as painting a "dog with a green tail" may mean to a child of four?

11. Do I realize that the young child may be his own best teacher if only the right materials and op–portunities are provided for his abilities?

12. Do I help the child learn how to consider others' rights and feelings, take turns, share, yet at the same time to stand up for his own rights and fight his own battles?

13. Do I help the shy and retiring child to learn skills and techniques that are useful for social contacts?

14. Do I understand parents as people, not merely as parents of the nursery school children?

15. Do I have special preparation for teaching in nursery school?

16. Does my education include work in nursery education, child psychology, growth and development, nutrition, mental hygiene, parent education, and family and social relationships?

17. Am I interested in the children as developing personalities and not as cute, little darlings to exploit or "play with"?

18. Am I aware of individual abilities and disabilities?

19. Do I not only pay attention to what a child does, but consider why he does it?

20. Am I skillful and expert enough never to have to fall back on spanking or other such "last resorts"?

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Appendix 75
Teaching FOR the Child

CHECKLIST FOR EVALUATING A CHILD'S NEEDS

Note: This is not a test. Not all the children will be able to do these things, for they are not developmentally ready. This assessment is a type of progress report to find out where the child is at. It can be used to help the teachers in planning curriculum.

Physical – general development	*Good*	*Average*	*Poor*	*Comments*
1. Vision.				
2. Hearing.				
3. General health.				
4. Energy level.				

Gross Motor Skills – involves large movements of major parts of body	*Yes*	*No*	*Comments*
1. Walks forward.			
2. Walks backward.			
3. Rolls over.			
4. Can hop on one foot.			
5. Can jump using both feet.			
6. Can skip.			
7. Can walk on tiptoes.			
8. Can run easily.			
9. Can ascend stairs alternating feet.			
10. Can descend stairs alternating feet.			
11. Can throw ball or bean bag.			
12. Can climb jungle gym.			
13. Can catch ball.			
14. Can walk forward on a balance beam.			
15. Can walk to middle of balance beam, turn around, and come back.			
16. Can balance on one foot for 5 seconds.			
17. Can walk through an obstacle course.			

(Continued)

CHECKLIST FOR EVALUATING A CHILD'S NEEDS
(Continued)

Fine Motor Skills — involves eye—hand coordination	*Yes*	*No*	*Comments*
1. Can hold pencil or crayon correctly.			
2. Can hold paintbrush correctly.			
3. Can print name.			
4. Can cut with scissors on the lines.			
5. Can tie shoe laces.			
6. Can put on coat.			
7. Can button.			
8. Can put on and take off shoes/boots.			
9. Can put a puzzle together.			
10. Has a hand that is dominant.			
11. Holds eating utensils correctly.			

Language — speaking ability	*Yes*	*No*	*Comments*
1. Can say ABC's.			
2. Speaks in complete sentences.			
3. Can listen attentively.			
4. Participates in group discussion.			
5. Is interested in books — chooses book on own.			
6. Talks so you can understand him/her.			
7. Uses plurals for foot, hand, man, tooth.			

Socio—Emotional — interacts easily with adults, interacts easily with other children	*Frequently*	*Sometimes*	*Hardly Ever*	*Comments*
1. Is accepted by other children.				
2. Is independent of the teacher.				

(Continued)

CHECKLIST FOR EVALUATING A CHILD'S NEEDS

(Continued)

Socio–Emotional (Continued)

	Frequently	*Sometimes*	*Hardly Ever*	*Comments*
3. Prefers to play alone.				
4. Show self–confidence.				
5. Controls anger.				
6. Relaxes at rest time.				
7. Is comfortable in school – seems happy.				
8. Engages in conversation with other children.				
9. Engages in conversation with adults.				
10. Goes to the toilet without help.				

	Eats most things	*Eats heartily*	*Picky eater*
11. Eats snacks.			
12. Eats lunch.			

Cognitive – involves thinking; cognitive processes including memory, imagination, concept formation, and problem solving

1. Recognizes alphabet – some letters.
   Write down ones he/she knows.
2. Recognizes numerals.
   Write down ones she/he knows.
3. Can count up to ____________.
4. Knows color names – blue, red, yellow, purple, brown, black, white, green, orange.
   Circle ones he/she knows.
5. Can point to body parts – eyes, nose, ears, hands, elbows, legs, hair, arms, head.
   Circle ones she/he knows.
6. Can point to biggest, tallest, thickest, smallest, nearest, the different one.
   Circle ones he/she knows.
7. Can draw and recognize geometric shapes – circle, triangle, square, rectangle.
   Circle ones she/he knows.

(Continued)

CHECKLIST FOR EVALUATING A CHILD'S NEEDS
(Continued)

Cognitive (Continued)	Yes	No	Comments
8. Recognizes own name.			
9. Knows own age.			
10. Remembers nursery rhymes or can recite familiar stories.			
11. Identifies self as a boy or girl.			
12. Remembers sequences of events and/or instructions.			
13. Recognizes relationships when given two related words.			
14. Can pick out an object in a feeling box when asked to "find one like this."			
15. Can sort items into categories.			

Summary: – Self–image

Areas of adequate development:

Areas that need to be developed:

Methods to be used to aid development:

Adapted from checklist used by Moorhead State College, Early Learning Center.

Appendix 76
Teaching FOR the Child

HINTS FOR HAPPIER TRANSITIONS

Transitions refer to times during the day when the group changes from one activity to another. They include the larger periods of change like clean–up and snack time, getting ready for outdoors or meal–time or small ones like moving from one room to another or from one work period to a directed group activity. These transition times require the best planning and the most "on the toes" attention of the teachers because it is at these times that many teachers have difficulty and lose control of the group.

The following suggestions may help smooth out the rough edges in your day:

1. Have an established procedure and follow it consistently – i.e. after clean–up take books and sit on the rug, or come to the piano. Allow ample time to get routine established.
2. Avoid having children wait in line unoccupied for handwashing, toileting, or any activity. Have a few children go at a time while the group as a whole is occupied.
3. Use transitional activities that can be easily interrupted (to send small groups of children for hand–washing, toileting, etc.) without disturbing the other children's concentration. Finger plays, singing, sharing time conversation, looking at individual books are good transitional activities. A group storytime is not as good since it is not desirable to interrupt children listening to stories.
4. Plan staff time in detail to allow adequate supervision of children during transitional periods – i.e., one teacher waiting at piano ready to receive children for the story after juice, while another teacher remains to clean up after juice. One teacher goes outside as soon as some children are ready.
5. Have things organized and ready for children to get ready. Give children reasonable responsibility. Encourage self–help – i.e., towels on low shelf so child can reach, child–size plumbing, faucets that are easy to turn on. Structure tasks and give directions so child can succeed in helping – i.e., Put one napkin by each chair, put two cookies on each napkin, use small pitchers for pouring, etc.
6. Keep track of children's turns at helping by name cards or job cards or other system. Have a simple, clear, and fair procedure you follow for helping tasks (job tags or head bands or job charts and a system of keeping records of what each child does).
7. Evaluate procedures with the children. Stress everyone helping at all times. Let children discuss what things they can do to help, what tasks teachers should do, why did clean–up take so long today? How did snack procedure go today, etc.
8. Allow plenty of time. Successful transition periods require careful planning and a relaxed pace. Rushing to get from one thing to the next produces tensions and defeats the whole purpose of allowing the child greater independence and a large role in caring for his own needs and contributing to his world at schools.
9. Be sure the child knows what is expected of him, what he can expect and what to do next – i.e., "When we get to the gym, run all the way around and then sit on the big black circle. When you get to the room sit on the rug, or after you put your mat away, you may take some toys to the tables." (etc.) Always anticipate the next situation and prepare for it.

(Continued)

HINTS FOR HAPPIER TRANSITIONS

(Continued)

10. Generally try to follow the same type of procedures and schedule each day. You can offer a variety of activities within your time periods, but follow a consistent schedule each day. The keys to success are consistency, careful planning, organization, fairness, and a sense of timing that's not so fast that you rush the children but not so slow that they become bored or restless and begin to butt each other.

11. Use singing or rythmic type directions for moving the children and keep them singing while moving – i.e., "this is the way we clean up the blocks," or "Hi Ho, Hi Ho, it's down the hall we go," or "Conversations time is near, sit on the rug so you can hear." This focuses the child's attention on what he sould be doing.

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TEACHING TOILETING SKILLS TO THE YOUNG CHILD

By using some general guiding principles, by remembering that every child progresses at his own rate, and with your personal investment of time, patience, interest, and a calm attitude, you will surely meet success quickly and easily. Toilet training is accomplished by the three R's: ROUTINE, REPETITION, AND RELAXATION.

I. READINESS:

You may need to ask yourself some questions to help determine your child's readiness for learning toileting skills.

1. Does he show signs of discomfort when soiled or wet?
2. Can he "hold back," even briefly, when he feels a bowel movement coming on?
3. For bladder training. Can he stay dry for two hours?
4. Does he show willingness to go the bathroom with you?
5. Does he understand what you are expecting from him?
6. Does he take off his clothes alone or with aid?

II. WHEN?

A record, kept on an hourly basis for about two weeks, will help you determine the child's natural pattern of elimination. Once training begins, a progress record is invaluable. Regular trips to the bathroom, timed to the already known natural elimination schedule of the child, will gradually help the child come to know what is expected of him. Train for one thing at a time.

Begin training for bowl movements first. A good time for bowel training is a few minutes before expected movement, or when the child has a facial expression that indicates straining, or makes particular sounds.

Typical Bladder Training Times Might Be:

1. On rising
2. After meals
3. Mid–A.M.
4. Mid–P.M.
5. Before bedtime

III. WHERE?

The bathroom is the only proper place for toileting. If a potty chair is used (Many feel it involves an extra step in training), be sure to keep it in the bathroom. Teach the idea of privacy. Close the bathroom door when you take him in.

IV. HOW?

1. Comfort is very important. Is the child comfortable on the toilet? Maybe he needs a box put under his feet for support. Equipment such as a smaller toilet seat over the regular one, or a potty chair may be necessary.

(Continued)

TEACHING TOILETING SKILLS TO THE YOUNG CHILD

(Continued)

2. Children should not be left alone on the toilet. Go in with him and stay with him. Five or ten minutes is sufficient for him to be left on the toilet. If nothing happens, take him off. Do not distract with toys.

GENERAL GUIDING PRINCIPLES

1. Use training pants instead of diapers.
2. Make sure the toilet is easily available.
3. Don't flush toilet when child is on it. It may frighten him. Let him do it when he gets up from the toilet.
4. Keep clothes simple. Pants with elastic waistbands are best.
5. Good diet is important for regulation of stools.
6. Avoid regular use of laxatives.
7. Accidents will happen during and after toilet training. Illness, a change, or insecurity may cause children to "revert." Keep calm, and don't give up.
8. Use simple language and proper names for toileting terminology. Don't call a bowl movement or urination a "sissy" or "tinkle poo."
9. Do not frown or show disapproval when the child interrupts you and wants to go to the toilet. Do not punish for "accidents."
10. Avoid excess liquids after dinner.
11. Playing with the genitals or stool is normal, and can be held to a minimum by not leaving the child alone on the toilet for very long periods. Do not react to this with anger or punishment, but rather with a firm "NO" and some distraction.
12. Relaxation is important. Sit and talk to him quietly and help him relax.
13. Rewarding progress is important. Praise, a smile, a loving pat, or hand clapping are all appropriate rewards well earned. Reward immediately.
14. If your child "Grunts" don't rush him to the toilet as if the house is on fire. He'll just tense up. Lead him to the bathroom calmly and quietly.
15. Train for one thing at a time. Begin training for bowel movements first.
16. If child refuses to sit on the toilet or really fusses about it, let training go for a few days and then try again.

Consistency is important here, as it is in the teaching of all forms of skills. Everyone in the family, as well as babysitters should be following the same techniques, using the same language, and giving the same rewards to the child.

Teach the child (boy or girl) to use toilet tissue, wiping from front to rear. It may be necessary to guide their hands at first. This is very important, particularly for girls, to avoid infection.

End toilet session with a regular routine of washing and drying hands.

(Continued)

TEACHING TOILETING SKILLS TO THE YOUNG CHILD

(Continued)

REMEMBER:

1. Have patience.
2. Be consistent.
3. Relax and keep calm.
4. Maintain records for good timing.
5. Reward results immediately.
6. Repeat routines over and over.

The ultimate goal in toilet training is to enable the child to see undressing, toileting, dressing, and washing up as one continuous act he can successfully accomplish by himself!

Compiled by:
Licensing Division Comprehensive Program Bureau
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Appendix 78
Teaching FOR the Child

MEAL AND SNACK TIME IN THE CHILD CARE CENTER

Children

1. Children need the same foods as older people, only in smaller amounts. Small servings, with options for seconds, are best.
2. Children like foods that are simple, not all mixed together; and they especially enjoy finger foods.
3. Children's appetites vary, so they can decide how much to eat.
4. Children dislike extremes in temperatures and highly seasoned foods.
5. Children will learn table manners from good examples, the adult at each table can be the model.
6. Children enjoy food that looks and tastes good, and food that is served in a pleasant atmosphere.
7. Introduce new food gradually and in small amounts, maybe letting the children prepare it the first time it is served.
8. Provide a time for quiet before eating.
9. When they have food jags, or refuse to eat; children are probably asserting their independence.
10. Each child is an individual with personal likes and dislikes that are important to recognize for the development of a positive self–concept.

Food

1. Children like finger foods for snack and meal times, use:

    - apple wedges
    - banana pieces
    - grapes
    - carrot sticks
    - cauliflowerets
    - cold meat cubes
    - celery sticks
    - crackers with peanut butter or cheese
    - toast strips
    - hard cooked eggs
    - green pepper sticks
    - fresh pineapple cubes
    - cheese cubes
    - raisins
    - tomato wedges
    - strawberries

2. Provide children with variety from the basic four each day.
3. Use accepted sanitation practices in preparing the food.
4. Serve colorful foods in a good variety.
5. The eating times should last long enough to satisfy the child's need for food.

Appendix 79
Teaching FOR the Child

TEACHING FEEDING SKILLS TO THE YOUNG CHILD

By utilizing some general guiding principles, by remembering every child progresses at his own rate, and with an extra measure of love and patience, you will surely meet success, quickly and easily.

GENERAL GUIDING PRINCIPLES

1. Readiness – Look for signs of readiness in the child. Be sure you are ready to assume training. Learn to relax. Be firm but gentle. Three very important requisities in teaching are patience, perserverance, and affection.

2. Repetition – This is the means by which the child acquires the skills of self help.

3. Praise – Be generous with praise – "You ate well." You do not want him to look to you for praise for every little thing, but praise should be given freely when he deserves it. Special rewards might consist of some sweet or special treat. A bright, colored chart with colored stickers may aid in teaching.

4. Teach one thing at a time. Be sure he is watching and listening.

5. Be calm and pleasant regardless of the number of mishaps.

6. Drills for self help should be short.

7. Allow plenty of time. Don't rush but don't let him "play around."

8. Stimulate speech while going through the motions with him – "we are eating some good meat."

9. Help him only when he needs it. It may take longer to get the task done, but it is the only way he can really learn.

10. Be consistent – Establish routines and do not deviate from them. Same place–same time of day.

11. Avoid teaching in distracting surroundings. Consider child's well–being both physical and emotional.

12. Have him finish tasks. Things should not be left half done. Tasks should be short enough to hold his interest until he is through.

13. Show him how to do things. Teach by example.

14. He can learn best if he is made to feel loved and wanted and is included in the things the family does.

15. There must be consistency in behavior of all persons who work with him.

16. There must be continuity between home and center.

(Continued)

TEACHING FEEDING SKILLS TO THE YOUNG CHILD

(Continued)

I. Readiness

You may need to ask yourself some questions to help determine the child's readiness for learning feeding skills.

1. Can he balance sitting in a chair?
2. Does he have good hand to mouth coordination?
3. Can he grasp objects and toys easily?
4. Does he have the ability to imitate?
5. Does he want to feed himself?

Some of these readiness signs are part of the child going through normal developmental stages of growth. He can be helped through practice through play – eye tracking games, grasping activities, encouraging all kinds of coordination of fingers and hand through use of suitable colorful toys. He also needs help in developing his gross motor skills through exercise and play. Such as rolling, sitting, crawling.

Before beginning feeding training, remember you must be prepared. Some helpful hints:

1. Have all food ready on hand.
2. Sit with him, not hover above.
3. Are the spoons and glasses the right size and kind he can manage?
4. Set the table, if he is to eat at the table.
5. Have a calm atmosphere with a minimum of distraction.
6. Recognize child's food likes and dislikes.
7. Serve small quantities.
8. Verbalize with your child while training. (Use short simple sentences – same words)
9. Expect accidents. Try not to get upset.

II. Finger Foods

These should be introduced as soon as the child indicates the ability and desire to put food into his mouth.

1. Start with soft foods, such as bread, soft cookie, cooked vegetables.
2. Gradually go to harder ones.
3. Use all different kinds of foods.
4. Start with pre–cut pieces of food. Finger foods may also be used for snacks.

Playing with food is normal for children. When they do this they use their taste and touch senses. They learn to discover their mouth and fingers as well as differences in temperature and consistency of food. However, let common sense dictate when and how much play is appropriate.

(Continued)

TEACHING FEEDING SKILLS TO THE YOUNG CHILD

(Continued)

III. Use of Glass

The child first holds it with 2 hands with adult help. Start with a very small quantity of liquid, an unbreakable glass and one not too large.

1. Put hand on glass.
2. Guide hand to mouth.
3. Help him sip.
4. Guide hand to set glass down.
5. Gradually withdraw help.

You may have to help him learn to tip the glass just enough, not too much. Play the role of guide rather than "Doer." A double handed mug or adaptive cup may be helpful in some beginning stages. Be sure to allow time for swallowing when teaching the drinking. Do not keep him on a bottle for a long time. Encourage drinking from a cup during the day, in–between meals or during meals. Something thick like a milk shake can be easier to learn from and a good motivator.

IV. Self–feeding with Spoon

This involves filling, lifting, aiming, emptying, and refilling. This takes a lot of steps, and will require patience and consistency on your part.

Food used should be consistent with child's ability and tastes, progressing from blended food to chopped food to regular food.

1. Place your hand over child's hand, guide it through dipping into food and to carrying it to mouth and then back to dish. Gradually withdraw help.

2. Some aids to help in the teaching of feeding skills might be:
    Suction cup on plate
    Wet towel around bowl

V. Self–feeding with Fork

The procedure for using a fork is the same as the spoon. It also includes the basic steps of piercing, and cutting. As with the spoon, a variety of foods should be introduced, one at a time, and in varying consistencies.

Your child has now accomplished a most gratifying feat – one of independence!

Compiled by:
Licensing Division Comprehensive Program Bureau
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LEARNING CENTERS

1. Select the learning centers according to the children's developmental level and interests. These will change, so the learning centers should be flexible and have room for growth.

2. Vary the use of the learning centers by providing new or different materials.

3. Some centers are set up permanently, such as the housekeeping area, the block area, the puzzle corner, the reading corner, the art area, and the ponder play equipment center.

4. Arrange the room to utilize space and prevent conflicts.

5. Allow the children to go from one center to another.

6. The teacher can guide the children in their use of the centers by helping start activities, preventing quarrels, asking questions, and explaining the use of materials.

Adapted from Leeper, Good Schools for Young Children, p. 156–157.

CONVERSATION TIME

1. Conversation time helps children express themselves before a group; pictures or objects give the children something to talk about.

2. Work with small groups so each child has a chance to talk.

3. The teacher selects which child has a turn to talk, it works best to choose a child who is ready to be chosen.

4. Choose pictures and materials according to the children's developmental level and interests.

5. Use bright new materials when possible; try having one for each child.

6. Make eye contact with each child and show interest in and approval of what each child says.

7. Have some pictures or materials that can be talked about easily to help the shy or inward child's self–expression.

8. Advance preparation of the materials and questions insures that the children's interest can be maintained.

PICTURE FILE

Author Unknown

A picture file is one of the most valuable aids a teacher can make. Every teacher of young children should develop a personal picture file, no matter how well equipped the classroom may be.

Good pictures from magazines and catalogues present factual information and correct many misconceptions that little children have. They give richer meaning to statements heard or read. Pictures can be used to initiate concepts and to relate them to concepts previously taught. They can be used in every aspect of the preschool program.

Pictures are better than films for some purposes. Since the picture is still, it is possible to point out details. It can be displayed for as long a time as needed. The children can study it to find answers and can compare one picture with another.

In order to make pictures a teaching aid, they must be accessible when they are needed. The pictures should show clearly the factual information that is needed.

Pictures of subjects interesting to children give immediate pleasure.

Pictures of animals in friendly attitudes may aid in curing unreasonable fears of them.

Pictures of children showing the character traits which others enjoy may interest a child in acting similarly.

Pictures of family happiness and cooperation with a loving relationship between the members may assist in developing the child's appreciation of home.

Children often become interested in bringing pictures to school. If children bring pictures, it is best for them to bring the whole magazine from which the picture is taken. This avoids pictures being cut from their context.

Mounting makes the picture more satisfactory to use. The mounted picture is easy to file and find. It can be handled without being torn, wrinkled, or marred. It can be laid flat, tacked to a bulletin board, stood up, or hung up. Use tag board or similar heavy paper. Cut the mounting large enough to provide a margin all around the picture. Pictures that are used frequently and are very hard to replace may be given the extra protection of cellophane.

Pictures may be obtained from magazines, discarded books, newspapers, posters issued by civic groups and businesses, calendars, Christmas cards, music catalogues, flower and seed catalogues, personal photographs, and post cards.

(Continued)

PICTURE FILE
(Continued)

Pictures may be filed in an apple box or a heavy corrugated box. These can easily be moved even when filled. Cardboard divisions cut to fit snugly into the box will separate it into sections and hold the pictures together. The simplest filing plan is the best; that is, alphabetically by subjects. The teacher can go through the pictures and write lightly, on the back of each one, its subject. The pictures can be grouped by subjects (animals, birds, community helpers). The subject can then be further divided (animals: zoo, farm, pets, wild, circus).

Reminders:

1. Don't put up all the pictures of a unit or particular emphasis at once.
2. Do put up a few pictures in an arrangement that allows each to be seen.
3. Don't display pictures for too long a time. Change them often, even if some will be shown again at a later time.
4. Do give consideration to special interests of the children.

Displaying the art expressions of children is an important part of the teaching and learning process. These displays give opportunity for growth and development as the work is evaluated by the child, the teacher, and the other children in the class.

OBJECTIVES OF FIELD TRIPS IN THE PRESCHOOL

1. To have fun and to provide for group experiences with other children and adults.
2. To enable the children to learn more about the world they know and will need to know through first–hand experiences.
3. To develop the use of all five senses, especially, seeing and observation.
4. To provide experiences for new ideas in dramatic play.
5. To provide a frame of reference for other learning activities such as, stories, pictures, art, or science.

FIELD TRIP SAFETY TIPS

1. Build up the length and distance of field trips gradually. Start with trips around the center's yard and eventually plan trips that require transportation and several hours time.

2. Schedule the trip for the time of day the children are most alert.

3. Have each child wear a name tag with name, school, and phone number written on it.

4. Instruct the children in basic safety rules about crossing the street, running, holding hands, etc.

5. If parents or volunteers are assisting on the field trip be certain they understand the rules. Have them observe the children, not visit among themselves.

6. Decide what to do with children that may not be able to follow the safety routines of a field trip.

7. Pack an emergency kit with band aids, wipe–ups, extra underclothes, kleenex, and brown bags for motion sickness.

8. Allow the children time to explore and experience on the way.

HOW TO DO BULLETIN BOARDS

1. Bulletin boards are only one part of the preschool center but can provide new ideas, stimulate thinking, and provoke conversation.

2. Design the bulletin board for the developmental level of the children.

3. The bulletin boards should be child–level where the child can touch and relate to the ideas.

4. Use a variety in the texture, color, and shape of materials.

5. The emphasis or theme of the bulletin board should be on a bright color, a large word, or an unusual shape.

6. Change the bulletin boards in the classroom frequently, but not all at one time.

7. For the teacher who can't draw, magazines, wrapping paper, photos, cards, catalogs, and coloring books can be used for pictures.

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Teaching FOR the Child

ANECDOTAL OBSERVATION FORM

Instructions:

1. Record examples of behavior, normal or abnormal, that are examples of social development, work habits, self–concept, special interest, emotional development, health problems, motor development, etc.

2. When observed, jot down information on a sheet of paper. Later transfer the information to the form in the child's file.

3. Record objectively what happens, using specific words to describe the action.

CHILD ______________________

AGE __________

Time ______________
Date ______________
Place ______________
Activity ______________

Child did and said	Teacher did and said	Personal Inter–pretation

Time ______________
Date ______________
Place ______________
Activity ______________

Child did and said	Teacher did and said	Personal Inter–pretation

Time ______________
Date ______________
Place ______________
Activity ______________

Child did and said	Teacher did and said	Personal Inter–pretation

Time ______________
Date ______________
Place ______________
Activity ______________

Child did and said	Teacher did and said	Personal Inter–pretation

RUNNING RECORDS

Instructions:

1. Observe a child for 15–20 minute blocks for several weeks.
2. Write actual words the child said; be specific about child's behavior.

Child ______________________

Date ______________________

Activity ______________________

Age ______________________

Other Children Involved ______________________

Time	Child's Action	Child's Verbalization	Teacher's Actions	Interpretation

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Appendix 88
Teaching FOR the Child

CASE STUDY

Instructions:

1. The case study usually includes information about the developmental level of the child, family, community relationships, behavior descriptions, and recommendations.
2. Using the information from the checklist, running notes, anecdotal observations, and admission forms, compile the information into a general outline and evaluation of the child.

Name ______________________________

Age ______________________________

Period of Time ______________________________

Physical development:

Social development:

Emotional development:

Intellectual development:

Self–concept:

Areas of progress:

Recommendations (Goals):

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Rifton, New York
– Community Playthings Slide Set. 91 slides describing Community Playthings.

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Education Development Center, Inc.
29 Chapel Street
Newton, Massachusetts
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(Local distribution center
contact local county welfare office)
– Ages and Stages. Set of 79 slides and tape, 15 minutes.
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White Bear Lake, Minnesota 55110
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Childcraft
Education Corporation
20 Kilmer Road
Edison, New Jersey 08817

Childhood Resources, Inc.
5307 Lee Highway
P.O. Box 7136
Arlington, Virginia 22207

Creative Playthings
Princeton, New Jersey 08540

Community Playthings
Rifton, New York 12471

Game Time, Inc.
6874 Washington Avenue South
Eden Prarie, Minnesota 55343

Happy Hours Educational Toys
13560 Homestead Street
Hugo, Minnesota 55038

Ideal School Supply Company
11000 South Lavergne Avenue
Oak Lawn, Illinois 60453

Judy Company
250 James Street
Morristown, New Jersey 07960

Playtime Equipment Co.
808 Howard Street
Omaha, Nebraska 68102

RH Stone Products
13735 Puritan
Detroit, Michigan 48227

St. Paul Book and Stationery Co.
3–7 Playways
1233 West County Road "e"
St. Paul, Minnesota 55112

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Greensboro, North Carolina 27417

Child Study Association of America
Wel–Met Incorporated
50 Madison Avenue
New York, New York 10010

Child Welfare League of America, Inc.
67 Irving Place
New York, New York 10003

Community Playthings
Rifton, New York 12471

The Council for Exceptional Children
Publication Sales
1920 Association Drive
Reston, Virginia 22091

Day Care and Child Development Council of America, Inc.
1012 14th Street Northwest
Washington, D.C. 20005

Educational Resources Information Center (ERIC)
Early Childhood Education
College of Education/IREC
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805 West Pennsylvania Avenue
Urbana, Illinois 61801

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1234 Amsterdam Avenue
New York, New York 10027